



Rosehill School: Curriculum Map 2022 - 2023 Class 9, 10 & 11 (KS4)

Areas of Learning and Experience & Subjects	Autumn Term 1 & 2		Spring Term 1 & 2		Summer Term 1 & 2	
	Topic		Topic		Topic	
	Being a Good Citizen	A Feast	Animal Care	Time Traveller	Blue Planet – Keep our Oceans Healthy	Public Transport
Communication	Creating a language rich environment: Teach key topic vocabulary, signs and symbols. Use colourful semantics, communication books and word mats, language aids and apps. Weekly language opportunity groups to develop understanding and 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 and confidence					
English	<p>R: Books raising issues Splash by Claire Cashmore Biography/ Information about Claire Cashmore W: Letters to CC Recounts of swimming pool visits</p>	<p>R: Instructions Stories from other cultures Silly poems Nadiya's Bake Me a Festive Story: Thirty festive recipes and stories for children by Nadiya Hussain Kitchen Disco by Clare Foges W: Instructions/ Recipes book with index/ glossary</p>	<p>R: Poems on similar themes Information A First Book of Animals by Nicola Davies How to Talk to a Tiger and Other Animals by Jason Bitte Animal Antics by DK W: Writing shape poems about animals Visits and events – recounts of visits to the farm etc.</p>	<p>R: Information, Diaries Diary of a Time Traveller by David Long W: Fact files Explanations Own stories</p>	<p>R: Books raising issues Somebody Swallowed Stanley by Sarah Roberts Dear Earth by Isabel Otter The Storm Whale by Benji Davies W: Written communication related to planning an event to raise environmental issues (Letters/ Marketing materials e.g. leaflets)</p>	<p>R: Books/stories on similar themes Last Stop on Market Street by Matt de la Peña My City Speaks Darren Lebeuf W: Diary of Community visits</p>
Maths & Financial Literacy	<p>Number: 3.5 weeks (Place Value) Uses place value to compare and order 2 and 3-digit numbers identifying hundreds, tens and ones Represent numbers to 100 using a range of concrete materials to include, bead strings, straws and base 10 etc. Express how a number is made up 42 for example is 4 tens and 2 ones</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Reasoning</p> <p>One of these images does not show 23 Can you explain the mistake?</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>A</p> </div> <div style="text-align: center;"> <p>B</p> </div> <div style="text-align: center;"> <p>C</p> </div> </div> </div>	<p>Number: 4 weeks (Addition & Subtraction) Apply understanding of know addition and subtraction facts within 20 to identify all related facts This will include an understanding of the relationship between addition and subtraction and knowing the purpose of the equals sign, as well as addition and subtraction signs Show a line between representations, such as part whole models and bar models to support and deepen understanding</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Reasoning</p> <p>Here is an incomplete bar model. The total is greater than 10 but less than 20 What could the missing numbers be? How many different combinations can you find?</p> </div>	<p>Number: 3 weeks (Multiplication and Division) begin to recall some multiplication number facts Describe equal groups using STEM sentences Make equal groups and demonstrate the understanding of the word equal Connect equal groups to repeated addition</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Reasoning</p> <p>Has Eva shown the equal groups correctly?</p> <p>Draw or use cubes to show what Eva should have done.</p> </div>	<p>Number: 3 weeks (Place Value) Use the addition symbol to express numbers to 100 i.e. $73 = 70 + 3$ Understand that a 3-digit number is made up of 100s, 10s and 1s Read numbers shown in different representations on a place value grid and write them in numerals Represent different 3-digit numbers in various ways such as base 10 or numerals</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Reasoning</p> <p>Which child has made the number 315?</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Dora</p> </div> <div style="text-align: center;"> <p>Mo</p> </div> </div> <p>Explain how you know.</p> </div>	<p>Number: 2.5 weeks (Addition & Subtraction) Apply understanding of know addition and subtraction facts within 20 to identify all related facts This will include an understanding of the relationship between addition and subtraction and knowing the purpose of the equals sign, as well as addition and subtraction signs Show a line between representations, such as part whole models and bar models to support and deepen understanding</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Reasoning</p> <p>Which is the odd one out?</p> <p>Explain why.</p> </div>	<p>Number: 3.5 weeks (Fractions) Understand the concept of a whole as being one object or quantity Explore making and recognising equal and unequal parts. Use both real-life objects and pictorial representations of a variety of shapes and quantities</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Alex and Jack are talking about quarters.</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Reasoning</p> <p>Alex</p> <p>My shape shows quarters because it has four equal parts.</p> </div> <div style="text-align: center;"> <p>Jack</p> <p>My shape shows quarters because it has four parts.</p> </div> </div> <p>Are they correct? Explain your answer.</p> </div>

Functional Skills



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Geometry: 3.5 weeks (Position, direction and Movement)

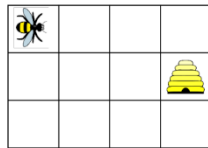
Use mathematical vocabulary correctly in a range of contexts
Encounter a wide range of everyday language to describe position, direction and movement

Use the language forwards, backwards, up, down, left and right to describe movement in a straight line

Practically follow and give directions and record routes in 2D. Discuss the direction objects are facing in order to correctly complete left and right movements

Reasoning How many different routes can you write for the bee to get to the hive?

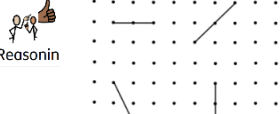
Reasoning Use the words forwards, backwards, left and right.



Measurement: 4 weeks (shape properties, lines and angles)

Develop mathematical reasoning in order to analyse shapes and their properties, and confidently describe the relationships between them. Use mathematical vocabulary correctly in a range of contexts
Recognise that a right angle is a quarter turn. Two right angles make a half turn, three right angles make a quarter turn, and 4 right angles make a full turn.
See examples of different orientations so that it is understood that a right angle does not have to be made up of a horizontal line and a vertical line

Reasoning Draw a line along the dots to make a right-angle with each of these lines:



Reasoning How many right angles can you see in this image?



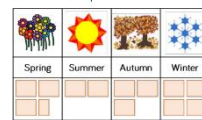
Reasoning Can you create your own image with the same number of right angles?

Statistics: 3 weeks (Data, representations and correlations)

Make block charts and pictograms (Concrete, pictorial, abstract)
Counting in 5's
Draw pictures to show data.
Introduce tally as a systematic way of recording data
Use the vocabulary; more, less, altogether, difference total
Young people exposed to horizontal and vertical pictograms

Reasoning Create a pictogram to show who was born in what season in your class.
Use what you know about pictograms to help you.

Here is an example.



Key
 = 2 children

Measurement: 3.5 weeks (capacity)

Use mathematical vocabulary correctly in a range of contexts
Have experience of using a range of standard and non-standard measuring equipment
Recap learning of comparing the capacity of different objects
Compare the capacity using inequalities signs and build on understanding of the difference between capacity and volume
Capacity is the amount a container can hold, and volume is what it is actually holding

Reasoning Use the language of quarter, half and three quarters.
Practically investigate volume and capacity

Choose a selection of different sized containers.
Decide how you will measure how much liquid each container can hold.
Order your containers from smallest to largest.
Compare the containers using <, > or =



Measures: 2.5 weeks (Time)
Tell the time to the hour and half past the hour
Create times using individual clocks with moveable hands
Read and write times from clocks



Reasoning Oh no! The minute hand has fallen off the classroom clock!

Lunchtime is at 12:00

Have the children missed their lunchtime?

Measurement: 3 weeks (Money)
Use mathematical vocabulary correctly in a range of contexts
Understand that different coins have different values
Use knowledge of place value to match coins with equivalent values. i.e. ten 1p coins are the same as a 10p coin



Reasoning Jack selects four of these coins.



Reasoning He can use the coins more than once.

Reasoning What total could he make?

Reasoning What is the lowest total?

Reasoning What is the greatest total?

Money Week 12th-16th June

Computing & E-Safety

E-Safety

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

Researching Using the Internet and Presenting Information:

Learn that they can use Internet tools to search for information and save their favourite websites in a list
Learn that some information sources are more useful than others for particular purposes

Multimedia- Art using Paint Tools

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

Programming and Debugging

Learn that devices can be controlled through direct instructions. Learn that some devices are controlled using multiple instructions. Learn to sequence a set of instructions to achieve a desired outcome.
Create and debug simple programs to move a robot
For more confident pupils, use block coding to control a device- Sphero, purple mash, scratch

Designing and Exploring Environments- Google Earth, Incl Augmented Reality to Create New Environments - 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 furniture into the correct room etc. Explore the use of computer models in real life- dressing dolls on the computer, google maps street view, tours of the zoo etc- how does it compare to real life?
Annotate images by adding text to explain what it is

Multimedia- Making Videos and Music - Learn that video clips can be edited and imported into multimedia presentations. Watch a range of different clips and discuss where the film is stored- DVDs, computer, internet etc. Learn to use a video function on the camera/iPad. Use the green screen to change the background. Learn that ICT can be used to produce musical sounds. Use a range of ICT devices to compose, collect and communicate musical ideas. Explore various musical and sound effects, and use ICT to create, organise and record sounds

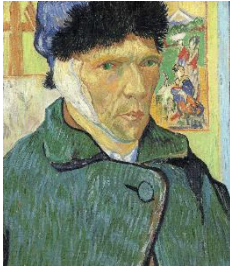







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Personal & Social Development	PSHE, RSE & Citizenship	Self-Awareness SA4 Managing pressure What it means to be kind and unkind Ways of telling a trusted adult if someone is being unkind to us What is meant by teasing, hurtful and bullying behaviour	Self-care, Support and Safety SSS5 Emergency Situations Rules and procedures in school that help keep us safe How to call 999 in the case of an emergency How adults might communicate to us that something is an emergency (e.g., vocabulary that adults might use) Why it is essential to follow instructions in an emergency in and outside school	Managing Feelings MF1 Self Esteem and Unkind Comments Things that others may say or do that could affect how we feel about ourselves Difference between helpful/kind and unhelpful/unkind comments Strategies to help manage our feelings about unhelpful/unkind comments Polite and assertive ways of challenging unkind comments directed at us or others	Changing and Growing CG4 Intimate Relationships Consent and Contraception Instances in or out of school when we might need to seek permission or receive consent. How to ask for permission (get consent) before we borrow or take something from someone. Different types of intimate relationships including same-sex relationships. How strong emotions (including sexual attraction) might make people feel What intimacy means. What sex means, what happens during sexual activity and that consequences of sex might include pregnancy and sexually transmitted infections (STIs) Contraception, including condoms, can help prevent pregnancy and some STIs	Healthy Lifestyles HL5 Body Image Our thoughts and feelings about how different bodies are portrayed in the media Ways in which images of people may be manipulated in the media/social media and therefore not reflect reality Why some people might want to change the way they look What is meant by body image	The World I Live In WIL14 Preparing for Adulthood Different types of living arrangement, including adult care, residential care and living independently What is meant by having a 'job'. Different ways of financing adult life and independent living Different types of employment Different jobs that family members, friends and people in the community may do Our aspirations for adult life. The kind of job we might like to do when we are older
	Religious Education	Theme: Martin Luther King Key question: Who was MLK? What did he do? Religions: Christianity	Theme: Christmas Key question: Has Christmas lost its true meaning? Religions: Christianity	Theme: Aum Symbol Key question: What is the aum symbol and what does it mean to Hindus? Religions: Hinduism	Theme: Easter Concept: Forgiveness Key question: What is 'Good' about Good Friday? Religions: Christianity	Theme: Hindu Beliefs Key question: How can Brahman be in everything and everywhere? Religions: Hinduism	
Independent Living	Home Management (Including Science/ DT)	Shopping lists, using money, shopping online A rota of activities through LIVE accessed throughout the year		Laundry Skills - washing machine, putting away A rota of activities through LIVE accessed throughout the year		Cleaning Skills - washing up, cleaning surfaces, hoovering A rota of activities through LIVE accessed throughout the year	
	Food Preparation & Hygiene	Using a Variety of Materials - Investigating into different ways of joining to make a reusable photo frame (Link to self-portraits Art) Design, make and evaluate different structures and make a photo frame using a variety of materials including wood – looking at different ways of joining and what tools to use	Human Skeleton Explore the skeleton (humans and animals) Explore how muscles work Why do we need a skeleton and muscles? (functions)	Plants Explore parts of a plant Link parts of the plant to their function Explore plant reproduction and growth	How Toys have Changed and Evolved Design, make and evaluate a wheeled toy (See TOYS in art section for cross curricular links)	Ocean Art Creating 3D recycled art to make an octopus (See 'Ocean art' in Art section for cross curricular links) Make the octopus have moving tentacles. Explore different moving mechanisms such as sliders and levers and decide which would be the best mechanism to use 	Energy Light Identify sources of light Explore how shadows are formed Look at the terms opaque, transparent and translucent Explore how light travels and how it can be split
	Community Inclusion	Shopping Skills		Healthy Lifestyles - Cycling/ walking		Travel Training – Using different transport providers	
	Food Preparation & Hygiene	Exploring Celebration Food - Items from around the world and making a festival hamper Use cooking utensils/ training kitchen Seasonal ingredients and food items, link to festivals Investigate what a festival hamper is/ contents and create own hamper. Select food and prepare own 'snack time'. Explore food items from around the world		Exploring and advantages of seasonal foods Compare the characteristics of different seasonal fruits/ vegetables stating preferences and have a secure understanding of the principles of a healthy and varied diet including a food pyramid. Prepare, cook and evaluate a variety of healthy dishes that involve different seasonal foods using a range of cooking techniques. Understand seasonality and know where/ how a variety of ingredients are grown, reared, caught and processed 		Local Produce Look at foods that are made in Nottinghamshire Think about where they live. What is local produce? Make and evaluate different recipes that originated or that have been made in Nottingham e.g., Bread (white and wholemeal) – Greens windmill, Bramley apple pie – Mary Ann Brailsford, pork pies – meat from local farms, Grantham ginger breads – William Eggleston and Stilton – locally made at farms Visit local places to see how different food is made	



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Health & Wellbeing	Leisure & Recreation & Physical Education	Multi-Skills/ Rebound Therapy Develop & master basic sending actions with hands and feet Develop & master actions, such as throwing or rolling, for particular games Develop rebound therapy skills and progress through the stages Experience and enjoy warming up and cooling down Observe and communicate what they have done	Gymnastics/ Rebound Therapy Perform actions, movements and shapes with increasing consistency and control Apply with help compositional principles when performing a short sequence with a partner Develop rebound therapy skills and progress through the stages. Be aware of the basic principles of a warm up and cool down activity With help, suggest ways of improving performance	Net Wall Games (Balloon Badminton)/ Rebound Therapy Explore skills needed when playing net/ wall games Develop some of these skills and perform with control and co-ordination Develop rebound therapy skills and progress through the stages Communicate through signs and symbols what the enjoyed the most	Net Wall Games (Tennis)/ Rebound Therapy Explore skills needed when playing net/ wall games Develop some of these skills and perform with control and co-ordination Develop rebound therapy skills and progress through the stages Communicate through signs and symbols what the enjoyed the most	Striking and fielding/ Rebound Therapy Develop their ability to throw, bat field and catch Apply more specific techniques. Develop rebound therapy skills and progress through the stages Understand the importance of warming up/ cooling down Communicate what activities the enjoyed	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
	Sensory Regulation	<i>See OT plans</i>					
	The Arts	Self-Portraiture Based on the art of Van Gough Line drawings, painting and collage  Black History Month Art celebration	Art from Different Religions Looking at pattern and iconography found in celebrations of different gods Focus on the art of the religious Oneness in aboriginal painting Printing and pattern making  Celebrating Diwali through Rangoli art	Animals Represented Through Art Investigate how different artists represented animal patterns/ skins through art and create your own patterns through mosaics and sculpture Mosaics and sculpture  Celebrating the animals of Chinese New Year through mask making	Toys Investigating toys, we know and love and creating wheeled toys of our own using axels and a power source (such as battery power) and including external graphic design elements/ packaging design 3D design and graphic design 	Ocean Art Using recycled materials to create a large whole school installation piece using the inspiration of Nottingham artists such as Michelle Reader Creating 3D recycled art to make an octopus. Recycled Art  Linked to Handmade theatre	Cityscapes Looking at the art of the cubist movement Painting 
		Mamma Mia As well as learning to sing, play, improvise and compose with the well-known song Mamma Mia, students will listen and appraise more ABBA hits	Glockenspiel Stage 2 This Glockenspiel 2 Unit of Work builds on the learning from Glockenspiel 1 Start to use the scores provided in this unit	Stop! All the learning is focused around one song: Stop! - a rap/song about bullying You will learn about the interrelated dimensions of music through games, singing and composing	Lean on Me Throughout the unit students will be encouraged to keep focused on musical learning; the integration of musical learning/practice is key when delivering your music lesson Music must be taught musically; pupils and teachers will be active musicians	Blackbird To treat instruments carefully and with respect. Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. To listen to and follow musical instructions from a leader. Experience leading the playing by making sure everyone plays in the playing section of the song	Reflect, Rewind, Replay Listen and Appraise Classical music. Continue to embed the foundations of the interrelated dimensions of music using voices and instruments. Singing. Play instruments within the song Improvisation using voices and instruments Composition Share and perform the learning that has taken place



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	Humanities/ MFL & Cultures (MILE)	History - Movers and Shakers Significant people from the past - Martin Luther King. What they did that was significant to our life's. Comparing jobs in the past to present or person linked to Black History Month	Geography - World of Football Discover about different countries and the geographical features, comparing the lives of those who live there Use maps and keys to discover explain different areas	History - Toys and Childhood Childhood throughout the ages - Rome to modern day life and leisure of children Travel through time to discover about the lives of children Create timelines and answer question that compare life in the past Looking and comparing artefacts, impact of change on children and how it came about		Geography - Oceans Weather vs Climate? Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features	History - Creswell Crags Neolithic A Local History Study The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066
Vocational Learning	Accredited Learning, Preparation for Work and Career Education	ASDAN Accreditation: Exploring Work Exploring places of work and job roles Identify places where people work and different job roles within a workplace	ASDAN: Work Experience Identify, engage with, and take part in, class or school-based office work related learning activities, shredding, laminating, filing, photocopying	ASDAN: Understanding what money is used for Develop awareness of money and where money can be used by visiting the school tuck shop	ASDAN: Following Instructions Follow instructions to complete a range of work-related learning tasks. Sweeping, litter Picking, laundry	ASDAN: Providing Personal Information Develop communication, interview skills, and begin writing a CV by communicating personal information using own preferred method	ASDAN: All about me Recognise what makes them individual and express their individuality on a CV
	LIVE & Enrichment / Work Related Learning / Enterprise Education	LIVE & Enrichment: Each half term pupils will be offered a range of opportunities to develop and promote skills, interest and hobbies Rota of WRL options within the school: Café Library, Gardening, Tuck shop, Grounds maintenance, Childcare, Laundry, Cleaning Travel training groups, money skills and finance group Enterprise: Supporting whole school events – i.e. Here to Help Fayre					

Subject Structure

Compulsory Curriculum at Rosehill School

Communication Community Inclusion

KS4 & KS5 Foundation Curriculum

Functional Skills

Personal & Social Development

Independent Living

Health & Wellbeing

Vocational Learning

**At Key Stage 4 Science, MFL, DT, Music and Humanities are delivered within the above learning areas*

Additional Offer at Rosehill School

Sensory Regulation Multi Interactive Learning Environment (MILE)

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