



Rosehill School: Curriculum Map 2022 - 2023 Class 12, 13 & 14 (KS5)

Areas of Learning and Experience & Subjects	Autumn Term 1 & 2		Spring Term 1 & 2		Summer Term 1 & 2										
	Topic		Topic		Topic										
	Careers/Real life heroes	Hospitality	Wildlife Biologists	Looking Ahead and Moving on	Blue Planet – Ocean Sustainability	Independent Travel									
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 style="text-align: center; color: #008000;">R: Information</p> <p>Florence Nightingale by Lucy Lethbridge</p> <p>How to Change the World by Rashmi Sirdeshpande</p> <p style="color: #008000;">W: Fact files Explanations/ Instructions/ Posters/ Visits and events/ Letters/ Diaries/ Explanations/ Dictionaries</p>	<p style="text-align: center; color: #008000;">R: Instructions</p> <p style="color: #008000;">Stories from other cultures Silly poems</p> <p>Nadiya's Bake Me a Festive Story: Thirty festive recipes and stories for children by Nadiya Hussain</p> <p>Kitchen Disco by Clare Foges</p> <p style="color: #008000;">W: Instructions/ Recipes book with index/ glossary</p>	<p style="text-align: center; color: #008000;">R: Poems on similar themes</p> <p style="color: #008000;">Information</p> <p>A First Book of Animals by Nicola Davies</p> <p>How to Talk to a Tiger and Other Animals by Jason Bitte</p> <p>Animal Antics by DK</p> <p style="color: #008000;">W: Writing shape poems about animals</p> <p style="color: #008000;">Visits and events – recounts of visits to the farm etc</p>	<p style="text-align: center; color: #008000;">R: Adventure stories</p> <p style="color: #008000;">Poems about growing up/ feelings</p> <p>When I Grow Up by Jon Hales</p> <p>Once There Were GIANTS by Martin Waddell</p> <p style="color: #008000;">W: Real and pretend Job descriptions and applications</p> <p style="color: #008000;">Ordering and retelling of different life experiences</p>	<p style="text-align: center; color: #008000;">R: Books raising issues</p> <p>Somebody Swallowed Stanley by Sarah Roberts</p> <p>Dear Earth by Isabel Otter</p> <p>The Storm Whale by Benji Davies</p> <p style="color: #008000;">W: Written communication related to planning an event to raise environmental issues (Letters/ Marketing materials e.g. leaflets)</p>	<p style="text-align: center; color: #008000;">R: Books/stories on similar themes</p> <p>Last Stop on Market Street by Matt de la Peña</p> <p>My City Speaks</p> <p>Darren Lebeuf</p> <p style="color: #008000;">W: Diary of Community visits</p>									
Maths & Financial Literacy	<p>Post 16 Requirements: 'Maths for life' - Number, Place Value</p> <p><i>AQA Unit award scheme Place Value within 100</i></p> <p style="color: #008000;">Counting to 100</p> <p style="color: #008000;">Counting forwards and backwards within 100</p> <p style="color: #008000;">Partitioning numbers</p> <p style="color: #008000;">Comparing numbers</p> <p style="color: #008000;">Ordering numbers</p> <p style="color: #008000;">Calculating one more or one less from a given number</p> <p style="color: #008000;">Use a variety of concrete equipment to understand that ten tens make 100. Count objects and numbers in multiples of 100</p> <div style="margin-top: 10px;"> <p style="font-size: small;">Whitney thinks the place value grid is showing the number eight.</p> <table border="1" style="display: inline-table; border-collapse: collapse; text-align: center;"> <tr> <th style="width: 33%;">Hundreds</th> <th style="width: 33%;">Tens</th> <th style="width: 33%;">Ones</th> </tr> <tr> <td style="text-align: center;">●●●</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">●●●</td> <td></td> <td></td> </tr> </table> <p style="font-size: x-small;">Do you agree? Explain why.</p> <p style="font-size: x-small;">Using all of the counters, what is the smallest number you can make?</p> <p style="font-size: x-small;">What other numbers could you make?</p> </div>	Hundreds	Tens	Ones	●●●			●●●			<p>Post 16 Requirements: 'Maths in the Environment' - Properties of shapes</p> <p><i>AQA unit award scheme Properties of shape</i></p> <p style="color: #008000;">Compare at least two angles</p> <p style="color: #008000;">Recognise and describe at least two 2D shapes</p> <p style="color: #008000;">Recognise and describe a minimum of two 3D shapes</p> <p style="color: #008000;">Make at least two 3D shapes</p> <p style="color: #008000;">Key terms for describing turns and angles</p> <p style="color: #008000;">The meaning of the term horizontal, vertical, parallel and perpendicular</p> <div style="margin-top: 10px;"> <p style="font-size: x-small;">Reasoning</p> <p style="font-size: x-small;">Teddy describes a shape.</p> <div style="border: 1px solid red; border-radius: 50%; padding: 5px; display: inline-block; color: red; text-align: center;"> My shape has 3 right angles and 2 obtuse angles. </div> <p style="font-size: x-small;">What could Jack's shape look like?</p> <p style="font-size: x-small;">Describe a shape in terms of its angles for a friend to draw.</p> </div>	<p>Post 16 Requirements: 'Maths in the Community' - Number, Multiplication & Division</p> <p><i>AQA unit award scheme Groups arrays and doubles</i></p> <p style="color: #008000;">Count in 10s. Make at least two equal groups</p> <p style="color: #008000;">Make at least two arrays e.g., from given objects</p> <p style="color: #008000;">Make doubles of given amounts</p> <p style="color: #008000;">Make at least two equal groups by grouping</p> <p style="color: #008000;">Make at least two equal groups by sharing.</p> <p style="color: #008000;">Explore arrays to see the commutativity of multiplication facts. Use arrays to calculate multiplication statements.</p> <p style="color: #008000;">Use the multiplication symbol and the language "lots of" interchangeably</p> <p style="font-size: x-small;">On the image, find 2×5 and 5×2</p> <div style="margin-top: 10px;"> <p style="font-size: x-small;">Reasoning</p> <p style="font-size: x-small;">Can you represent this array using another object?</p> </div>	<p>Post 16 Requirements: 'Maths for Everyday Life' - Time</p> <p><i>AQA unit award Scheme Time and Duration</i></p> <p style="color: #008000;">Key facts regarding months and years e.g. the number of days in the year. The number of hours in the day</p> <p style="color: #008000;">Tell the time to 5 minutes</p> <p style="color: #008000;">Tell the time to 1 minute</p> <p style="color: #008000;">How to use AM and PM correctly</p> <p style="color: #008000;">How to tell the time on the 24-hour clock. What start time and end time mean</p> <p style="color: #008000;">How to measure time in seconds. Find the duration of an activity or journey</p> <p style="color: #008000;">Compare at least two durations</p> <p style="color: #008000;">Solve problems relating to time</p> <div style="margin-top: 10px;"> <p style="font-size: x-small;">Reasoning</p> <p style="font-size: x-small;">The train to Blackpool leaves at quarter past and quarter to every hour.</p> <p style="font-size: x-small;">Make a list of the times of the trains Oliver can catch if he gets to the train station between 2 o'clock and half past 4</p> <div style="display: flex; justify-content: space-around;"> </div> </div>	<p>Post 16 Requirements: 'Maths for Enjoyment' - Problem Solving</p> <p><i>AQA Unit Award Scheme Work it out: Maths for leisure</i></p> <p style="color: #008000;">Take part in board-type games that involve numbers on at least three separate occasions</p> <p style="color: #008000;">Take part in a competitive sports activity on at least three separate occasions and experience a scoring system</p> <p style="color: #008000;">Identify the winners and the loser while watching a competitive sport on the television</p> <p style="color: #008000;">Take part in a computer game that involves a scoring system</p> <p style="color: #008000;">Help to keep the records on scoring for a game</p>	<p>Post 16 Requirements: 'Maths in Action' - Enterprise Projects</p> <p><i>AQA unit award Selling products for charitable purposes</i></p> <p style="color: #008000;">Work as a group to identify a charitable purpose they can support</p> <p style="color: #008000;">Work out the cost price of their product</p> <p style="color: #008000;">Understand the importance of making a profit</p> <p style="color: #008000;">Make a simple product to sell.</p> <p style="text-align: center; color: #008000;">Money Week 12th-16th June</p> <p style="text-align: center; color: #008000;"> https://www.young-enterprise.org.uk/teachers-hub/financial-education/financial-education-programmes/my-money-week/ </p>
Hundreds	Tens	Ones													
●●●															
●●●															

Functional Skills

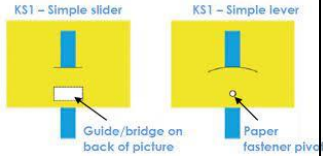



Rosehill School: Curriculum Map 2022 - 2023 Class 12, 13 & 14 (KS5)

Personal & Social Development	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 Present 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 algorithms, Incl 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, on the computer, internet etc. Learn to use a video function on the camera or 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
	PSHE, RSE & Citizenship	Health and Well-being Self-Concept Skills and strategies to confidently manage transitional life phases Recognise how idealised images of bodies and pressure to conform, can adversely affect body image and self-esteem	Relationships Relationship Values How to articulate relationship values and to apply them in different types of relationships Recognise and challenge prejudice and discrimination and understand rights and responsibilities regarding inclusion	Living in the Wider World Choices and Pathways Enterprising in life and work Set realistic yet ambitious career and life goals which are matched to personal values, interests, strengths and skills	Health and Wellbeing - Mental Health and Emotional Wellbeing Recognise common mental health issues such as anxiety, depression, eating disorders, self-harm and compulsive behaviours Recognise when they, or others, need support with their mental health and effective strategies to address difficulties and promote wellbeing Support available to manage common mental health issues, and how to access the most appropriate support	Relationships Forming and Maintaining Respectful Relationships Recognise, respect and, if appropriate, challenge the ways different faith or cultural views influence relationships Manage mature friendships, including making friends in new places. Personal safety in new relationships, including online activity or when meeting someone for the first time whom they met online	Living in the Wider World Work and Career The 'next step' options available, such as college, further training or apprenticeships How to identify and evidence strengths and skills when applying and interviewing for future roles and opportunities How to produce a curriculum vitae and prepare effectively for interviews How to recognise career possibilities
Independent Living	Religious Education	Theme: Buddhas Teachings Key question: Is it possible for everyone to be kind? Religions: Buddhism	Theme: Christmas Concept: Incarnation Key question: What is the most significant part of the nativity story for Christians today? Religions: Christianity	Theme: The 8- Fold Path Key question: Can the Buddhas teachings make the world a better place? Religions: Buddhism	Theme: Easter Concept: Salvation Key question: Is forgiveness always possible for Christians?	Theme: The 8- Fold Path Key question: What is the best way for Buddhists to lead a good life? Religions: Buddhism	Theme: Prayer and Worship Key question: Why do some Christians go to church? Religions: Christianity
	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	









Rosehill School: Curriculum Map 2022 - 2023 Class 12, 13 & 14 (KS5)

	<p>Using a Variety of Materials Investigating into different ways of joining to make a reusable photo frame (Link to self-portraits in 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</p>	<p>Food and Drink Explain why we need food and drink and look at food groups Explore the food chain</p>	<p>Sports Science Explore at the internal organs when exercising Why is health promoted through exercise? Explore how medicines help/hinder when exercising</p>	<p>Toys How they have changed and evolved Design, make and evaluate a wheeled toy (See TOYS in art section for cross curricular links)</p>	<p>Design and Technology - Ocean art Creating 3D recycled art to make a working light house (See 'Ocean art' in Art section for cross curricular links) Make the light house have a working light and a moving mechanism such as levers and sliders</p> 	<p>Plants - Photosynthesis What do plants need to survive? Be able to label the diagram of how photosynthesis takes place an what may happen when the variables change</p>
<p>Food Preparation & Hygiene</p>	<p>Celebration Food Exploring items from around the world and making a festival hamper Use cooking utensils / cookery room. Seasonal ingredients and food items, link to festivals Investigate what a festival hamper is / contents and create own hamper Explore different containers and investigate and make the best container for a hamper Students to select food and prepare own 'snack time'. Explore food items from around the world</p>		<p>Seasonal foods Exploring and advantages of seasonal food Pupils will compare the characteristics of different seasonal fruits / vegetables stating preferences Pupils to 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 To understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed</p> 		<p>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</p>	
<p>Community Inclusion</p>	<p>Shopping Skills</p>		<p>Healthy Lifestyles - Cycling/ walking</p>		<p>Travel Training – Using different transport providers to visit a chosen location linked to other subjects</p>	
<p>Leisure & Recreation & Physical Education</p>	<p>Fundamental Skills/ Rebound Therapy Multi-Skills: Master basic sending actions with hands and feet Master actions, such as throwing or rolling, for particular games Develop rebound therapy skills and progress through the stages. Experience and enjoy warming up and cooling down Observe and communicate what they have done</p>	<p>Gymnastics/ Rebound Therapy Master actions, movements and shapes with increasing consistency and control Apply with help compositional principles when performing a short sequence Develop rebound therapy skills and progress through the stages Be aware of the basic principles of a warm up and cool down activity With help, suggest ways of improving performance</p>	<p>Invasion Games/ Rebound Therapy Master 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>Sensory Regulation</p>	<p><i>See OT plans</i></p>					



Rosehill School: Curriculum Map 2022 - 2023 Class 12, 13 & 14 (KS5)

The Arts	Self-Portraiture Based on the art of Claude Monet Line drawings, painting and collage	Art from Different Religions Looking at pattern and iconography found in celebrations of different gods Focus on the patterns found in the art of the ancient Inca community and how art was used in ceremonial events Printing and pattern making	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	Toys How toys have changed and evolved (link to DT) 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 and an advertising campaign 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 a working light house Recycled art	Cityscapes – looking at the art of Edward Hopper and the New realism movement. Painting
	 Black History Month Art celebration	 Celebrating Diwali through Rangoli art	 Celebrating the animals of Chinese New Year through mask making	 Linked to Handmade theatre	 Linked to Handmade theatre	
Humanities/ MFL & Cultures (MILE)	Livin' On A Prayer All the learning is focused around one song: Livin' On A Prayer The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked As well as learning to sing, play, improvise and compose with this song, students will listen and appraise other classic rock songs	Classroom Jazz 1 All the learning is focused around two tunes and improvising	Make you Feel my Love All the learning is focused around one song: Make You Feel My Love The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked As well as learning to sing, play, improvise and compose with this song, students will listen and appraise other Pop Ballads	The Fresh Prince Of Bel-Air This is a six-week Unit of Work All the learning is focused around one song: The Fresh Prince Of Bel-Air The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked	Music And Me Students will be invited to try out different ways of making their own music, while exploring the work of some of the most influential women in music over the last 100 years	Reflect, Rewind and 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
	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	



Rosehill School: Curriculum Map 2022 - 2023 Class 12, 13 & 14 (KS5)

Vocational Learning	Accredited Learning, Preparation for Work and Career Education, Including LIVE & Enrichment / Work Related Learning / Enterprise Education	ASDAN Accreditation: Exploring Work (accredited) Exploring places of work and job roles. Identify places where people work and different job roles within a workplace	ASDAN: Work Experience (accredited) 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 (Accredited) Develop awareness of money and where money can be used by working in or helping to organise the school tuck shop	ASDAN: Following Instructions (not accredited) Follow instructions to complete a range of work-related learning tasks. Sweeping, litter Picking, laundry	ASDAN: Providing Personal Information (not accredited) Develop communication, interview skills, and begin writing a CV by communicating personal information using own preferred method	ASDAN: All About me (not accredited) Recognise what makes them individual and express their individuality on a CV
		Prince Trust Career: Planning Identify sources of career guidance, complete application form, develop interview skills	Prince Trust Career: Planning Identify sources of career guidance, complete application form, develop interview skills	Princes Trust: Customer Service Identify good customer service and why this is important. Be able to provide good customer service working in the school café and restaurant	Princes Trust: Customer Service Identify good customer service and why this is important. Be able to provide good customer service working in the school café and restaurant	Princes Trust: Customer Service Identify good customer service and why this is important. Be able to provide good customer service working in the school café and restaurant	Princes Trust: Work Experience Identify a WE placement and its benefits. Identify skills that hope to gain, complete placement and evaluate
		AQA Accreditation Pre-Entry: Responding to Poetry Listen to and respond to at least four poems	AQA Accreditation Pre-Entry: Responding to Poetry Listen to and respond to at least four poems	AQA Accreditation Pre-Entry: Time Sequencing Activities Sequence daily timetable, offer an answer to the question 'what are we doing next' using symbols	AQA Accreditation Pre-Entry: Time Sequencing Activities Sequence daily timetable, offer an answer to the question 'what are we doing next' using symbols	AQA Accreditation: Plants and the Environment Explore and photograph plants and outdoor spaces, gain knowledge of the parts of the plant and what it needs to grow Take part in caring for a plot over a 6-week period	
		Pre-Entry: Matching Symbols Describe What Happens in a Poem	Pre-Entry: Matching Symbols Describe What Happens in a Poem	AQA Accreditation Entry Level: Time and Duration Telling the time, duration, and time problems	AQA Accreditation Entry Level: Time and Duration Telling the time, duration, and time problems	AQA Accreditation Entry Level: Plants and Gardening Gain and demonstrate knowledge of plant biology, gardening equipment and how to care for plants	
		Use symbols to describe what happens in a poem and how it makes you feel	Use symbols to describe what happens in a poem and how it makes you feel				

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
<i>*At Key Stage 4 Science, MFL, DT, Music and Humanities are delivered within the above learning areas</i>				
Additional Offer at Rosehill School				
Sensory Regulation Multi Interactive Learning Environment (MILE)				

Adapted Programmes of Study / Long Term Plans / Schemes of Work	
	<ul style="list-style-type: none"> ✓ 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