



YELLOW THEMED MAP 2025 - 2026

Class;	Sunflowers	Main Learning Style; Sensory	Teacher: Jenny Parker & Stephanie Pearson
Classes are likely to deliver to more than one learning style within their group. Classes will have been identified as Sensory, Focused or Structured as their main Learning Style. Teachers will share how adapted learning will be delivered for all learners according to their Pathway in line with their Unique and Personal Learning Style. Functional learners in Red and Purple Clusters will follow their Personal Pathways alongside their Functional Learning.			
Purpose of Themed Maps			
• This Themed Plan will be used to share a Knowledge Rich Curriculum for each Pathway. • The strong curriculum will serve as a vehicle to deliver individual EHCP targets. • EHCP targets will be used to help deliver purposeful, creative learning activities for each child within this class group according to their personal needs. • Teachers and Teaching Assistants have a deep knowledge of expectations and aspirations for individuals. • This detailed knowledge enables teachers to offer Personalised Plans for students within their class.			
Main Learning Style- Examples of How Learning will be Delivered		Pathways – Examples of What will be Delivered	
Sensory • Multi-sensory opportunities • Communication methods – on body, photographs, object cues, • Light and sound work • Full body exploration • Small group work • 1:1 focused activities • Happy boxes		Pre-formal SEMH; Staying Safe Staying well The student will have opportunities to develop their play and interaction skills with peers and staff. The student will experience using different tools and equipment with support from adults. They will begin to have an awareness of e safety. The student will have opportunities to develop their skills within self-help routines. They will participate in well-being activities, for example, tac-pac, Sensology, massage, which will help them tolerate others and regulate their emotions. Cognition and Learning; Senses Problem Solving Key Skills Life Skills The student will have opportunities to explore objects of different properties. They will interact within story massage and sensory stories. They will investigate light and dark environments. The student will have opportunities to develop their object permanence and find hidden objects. They will take part in cause and effect activities, for example, switch activated equipment, lights and musical toys.	

- A-Frame / Be active boxes
- Personalised stories
- MOTOR (physical) programme
- TaSSeLs Makaton Signs
Symbols Attention Autism
Intensive Interaction
- Personalised OT plans

Communication and Interaction; Communication

The student will develop their communication skills through developing their understanding of objects, pictures and photographs. They will have opportunities to participate within intensive interaction session.

PSM; Personal Development Self -regulation

The student will participate in physiotherapy and motor programmes.

The student will be encouraged to communicate their feelings through speech and body language.

3 rd YEAR OF A THREE YEAR CYCLE		Autumn A	Autumn B	Spring A	Spring B	Summer A
CLASS THEME TITLES & OVERARCHING BIG QUESTIONS	Yellow Themes	MY DAY (TIME)	ENERGY	MAPS	TRADITIONAL TALES (THE PAST)	HOLIDAYS (SAFETY FOCUS)
BQ		What time is it?	How do I make my toys and games work?	What will a map tell me?	What can I learn from stories?	How do I stay safe on holiday?
Suggested examples of Creative Progressive Learning Activities across Subjects/ EHCP Areas						
		• To listen and respond to songs associated	• To interact with others. • To activate a toy • Access preferred toys/games	• To explore a range of items of different shapes, sizes and textures	• To use senses to interact and engage with multi-sensory experiences	• To explore natural materials including rocks, shells, sand • To explore clothing and equipment

		with time and number. • Know that we have routines in school • Know what comes next in our routine	• Share a toy/game/experience • Use body to intentionally explore objects linked to theme/ in environment/ of interest • Access play outdoors	• Access learning and play in a range of locations around school • To explore a range of textures • To identify pictures to make a choice • Engage in building activities • To use a range of natural and manmade materials	linked to tales from the past, such as sensory stories/story massage/ tac pac • To take part in role play experiences • Share story experiences	which helps us stay safe in the sun. • To take part in multi-sensory experiences to role play going on different types of holidays • To listen and respond to counting songs and rhymes.
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