



RED THEMED MAP 2025 - 2026

Class: Roses		Main Learning Style: Sensory		Teacher: Fiona Trusselle	
Classes are likely to deliver to more than one learning style within their group. Classes have been identified as Sensory, Focused or Structured as their main Learning Style. Teachers 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, sounding board, eye gaze- grid 3, Pecs • Light and sound work • Full body exploration • Small group work • 1:1 focused activities • Happy boxes • A-Frame / Be active boxes • Personalised stories • MOTOR (physical) programme • TaSSeLs Makaton Signs Symbols Attention Autism Intensive Interaction PECS			Pre-formal SEMH- staying safe, staying well, how to stay safe in a building. Know who is a safe stranger- nurses, teachers passenger assistants etc, know we belong to a family and have friends that we can trust, usings kind hands, sharing our personal space with familiar adults and peers exploring staying safe in different situations. Making choices. Lifelong Learning - Be confident with self-care routines and communication techniques associated with these i.e. TaSSeLs alert, feed, peg/ng feed, wipe face sign. Practice personalised daily routines, interact with adults and peers through play and learning, explore object cues to develop understanding of our safe environment. Staying well - Sign and Sing activities, supported games like pass the parcel, circle time games, counting games, physiotherapy stretches and programmes, accessing our physiotherapy equipment. Daily group celebrations of our success. Working with other classes in our cluster. Exploring our favourite toys. Being listened to and having a voice. Staying Safe - Personal care programmes, washing hands and faces, using specialised equipment safely, using items with a purpose. Can I celebrate safely for different beliefs and practices? Know what buildings are used for different beliefs? Stay safe on line. Staying safe in the environment Cognition and Learning; materials, wet and dry materials, strength of materials, recycling materials and caring for our world, colour and light. Senses- using our five senses to explore the world around us, Sensology sessions to develop awareness of our body and how we respond. Problem Solving – object permanence to find hidden and dropped objects, to explore switches to control their environment, noticing the effect of their action. Use and explore eye gaze cause and effect games to develop their awareness and dwell skills to complete cause and effect activities. Comparing different materials when wet/ dry their strength and weights. Key Skills to listen and encounter language associated with number. To encounter shapes and colours of objects, the emptying and filling of containers and mark making in a variety of contexts and media, exploring different quantities and encounter the language big and small. To experience change and growth, weight of materials. Life Skills- safety in our immediate environment, exploring to investigate pushing and pulling items to encounter forces in everyday life- such as dressing and undressing, looking after our world, internet shopping. Communication and Interaction; Communication- experiencing different genres of Literacy throughout the year associated with our topics. e.g. make shopping list for internet shopping		

Tactile Signing for Sensory Learners- (TaSSeLs) pupils to accept, tolerate and respond to a progressive range of tactile on body signs associated with daily routines and changes of position.

Objects cues- pupils to explore and hold object cues to consolidate the change of learning activity or room.

Making their wants and needs known through objects choice, Pecs, photographs, reaching, gesturing, vocalising and eye pointing, grid 3 on eye gaze, sounding board.

PECS – stage one exchange pictures for an item and make simple choice. This could be using their hands, pecs app, gestures or eye pointing.

Sensory story activities relating to our themes. How do the young people respond to the different resources, and can they predict which one is coming next? Explore the props to support the understanding of the text.

Sensory story massage- Learners accept and tolerate the story massage strokes, respond and show anticipation as the story is repeated.

Participate and engage in Intensive Interaction sessions with familiar and unfamiliar staff.

To initiate and communication and interaction with peers. To have opportunities to reach to their peers, to play and interact in social games.

PSM; Personal Development Self -regulation

Following prescribed physio and OT plans, which could include- wedges, gaiters, standing frames, and specialist seating systems.

Tolerating different positioning to maintain or develop posture, gross and fine motor skills.

OT strategies including access to the outdoor areas, weighted blankets, chewy tubes and deep pressure massage.

Movement to music, move with greater control over our body, working with a peer and playing games that we enjoy.

Tac Pac and Sensology sessions to develop greater awareness of their body, personal space and the worlds around them

Fine motor programmes and finger exercises to develop hand control and isolation of their fingers.

Swimming sessions

Self -regulation – following OT strategies and personalised timetables.

Use of personal happy boxes, massage, relaxation to lights and music

Brushing programmes, Chewy Tubes, Weighted Blankets where appropriate and prescribed by OT.

Patience and understanding, time and attention.

Reading – Each child is set personalised reading targets based on their early reading skills. Can they respond to a sensory story? Which items do they respond to? Can they use an eye gaze? Do they notice / manipulate items from a sensory story when using books in the school library? Can they turn pages? Explore the sensory props purposefully.

SEMH;

Cognition and Learning; caring for our world, recycling, effects of war and conflicts, working together.

Senses

Can I hear? Can I smell? Can I taste? Can I touch? Can I see? Through an array of mixed stimuli and messy media and lots of fun. Feeling proud.

Problem Solving

Using cause and effect

Using technology

Object Permanence

Key Skills

Interacting with familiar and unfamiliar staff

Tell me what you like?

What don't you like?

Building confidence to choose

Initiating interaction

Use your voice / communication method

Tap me if you need me.

Reacting to praise for yourself and for others

Life Skills

Confidence to initiate contact with friends and staff

Anticipating what comes next- e.g. high points of a rhyme.

What happens if I hear this audible cue?

Feeding and Drinking where appropriate.

Celebrating your amazing achievements

Communication and Interaction;

Communicating likes and dislikes

Using specialised personal devices

Sign and Sing

Sensory Stories

Intensive Interaction

Massage opportunities

Time for pause and processing Patience, care and understanding experiencing different genres of Literacy throughout the year associated with our topics.
Functional SEMH; Staying Safe Staying well PSHE RSE RE My Friends My Community Special Days and Cultural Days Cognition and Learning; Senses Problem Solving Key Skills Life Skills/ Preparation for adulthood Mathematics Science Computing & ESafety My Work Communication and Interaction; Speaking Listening Reading Writing Humanities MFL My Work My Home PSM; Senses Problem Solving Key Skills Life Skills/ Preparation for adulthood PE Art Music DT My Health My Creativity My Challenge ASDAN (Transition Challenge, Towards Independence)

3 rd YEAR OF A THREE YEAR CYCLE		Autumn A	Autumn B	Spring A	Spring B	Summer A
CLASS THEME TITLES & OVERACHING BIG QUESTIONS	Red Theme	LOCAL BUILDINGS	SHOPPING	MATERIALS & TEXTURES	HUMAN RIGHTS (Entitlements)	LIGHT, COLOUR & SHAPE
	BQ	What are our buildings made from?	How can I shop?	What are the properties of materials? What are they good for?	What are we entitled to?	What do lights, colours and shapes mean when out and about?
	Suggested examples of Creative Progressive Learning Activities across Subjects/ EHCP Areas					
		Hands-on activities: Using textures, movement, and interactive tools to deepen comprehension. Know that materials can change Know how to change materials Know and explore key human features e.g. city, town, village, factory, farm, house, office and shop.	Listen to sounds of coins, bells of shop doors, scanning machines. Grasp items -explore, scan, place in bags / containers with increasing independence. Notice when scanner has not worked – exchange item, wear items that indicate they work in a shop - offer arm to dress – notice a hat – physical, and on sight in a mirror. Know how to activate a screen. Know how to use the internet for research safely. Know that there is a range of internet shopping sites	Know properties of materials. Know properties of animal habitats. Know what soft materials are. Know what hard materials are. Explore test hard and softer material that could be used to make a den indoors and outdoors Explore whether materials are waterproof – include canvas, metal, plastic	Know how to grow food, access/collect fresh water and build a shelter. Know how to collect water from nature Know how to filter / sieve water from nature Explore conflict and peace	Experience the activation of light sources with / without / with scaffolded support Notice a need for light Initiate turning lights off Notice when there is less sunlight Explore colours and lights on stained glass windows.

