



YELLOW THEMED MAP 2025 - 2026

Class; Buttercups	Main Learning Style; Structured	Teacher: Daniella Littler & Simon Spragg
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 Structured • TEACCH / Individual Workstations • Spacious calm environment • Easy access to calming / reflection spaces • Easy access to calming / sensory resources • Visual Timetables • Small group work	Pathways – Examples of What will be Delivered Pre-formal SEMH. Staying Safe – Personal care routines through hygiene and self-help tasks, Stanger danger, Food safety, my body safety, water and sun safety, Green cross code and people who help us. Staying well – Turn taking, role play, sharing and playing with and alongside others, understanding and managing feelings and emotions. Cognition and Learning. Senses- exploring the world around us, messy play using natural materials, sensory stories, story massage. Problem Solving – Topic and themed based songs and rhymes, sorting activities, self-help skills, cause and effect activities, matching tasks, challenge and sabotage tasks. Key Skills- indicating likes and dislikes through preferred communication methods, food technology sessions. Life Skills- dressing and undressing, local community and environment exploration, exploring the past, cultural event participation, sequencing and scheduling daily events.	

- Communication through photos, symbols, pictures, words, PECS books,
- Colourful semantics - sentence building
- Designated areas that can be adjusted to meet pupils' immediate needs
- Strong opportunities to develop independence.

Communication and Interaction.

Communication – choice making, expressing wants, needs and preferences using a total communication approach.

Intensive Interaction- improving levels of interaction and communication through one-to-one sessions.

Sensory Story- functional object referencing, messy play, engagement and participation development, using senses to engage with the world. Decipher the world through real world experiences.

PSM.

Personal Development- Swimming, Bikes, Sensory snack, OT Programmes, Cool Kids, Fine motor activities, accessing the playground and walkway, Sensory Gym and OmiVista floor.

Self -regulation – Use of OT Programmes and sensory snacks, Yoga and relaxation, Senseology, story massage, Tac Pac, sensory circuits.

- Functional and life skills - encouraging independence.
- Personal schedules
- Routines
- Personalised OT plans including sensory snacks.
- Makaton Signs symbols
Attention Autism Intensive
Interaction PECS

Semi-formal

SEMH.

Staying Safe – Self-help and Self-care routines to develop independence skills, stranger danger, People who help us in the community to stay safe.

Staying well – Food technology session to increase independence skills and develop an understanding of healthy eating, hygiene routines, exploring toys and games.

PSHE- Sun safety, using leisure time and facilities, turn taking and sharing, rules and boundaries, understanding what is right and wrong.

RSE – Books Beyond Words scheme, recognising and labelling body parts, social stories.

RE- How different religions pray, role play and dressing up activities, exploring and taking part in religious occasions and celebrations across the school year.

Cognition and Learning.

Senses- Messy play and exploration, Sensory stories and story massage taste testing and food exploration.

Problem Solving- self-help skills to increase independence and ownership, problem solving tasks, functional tasks.

Key Skills – indicating and sharing likes, dislikes and preferencing across the school day.

Life Skills- Cooking, dressing and undressing, taking part in hygiene routines, making drinks, washing up and tidying up.

Mathematics – number development, sequencing skills, schedules, tabletop board games and sharing skills, measure through water and play, pattern development, one to one correspondence, Numicon.

Science – understanding different forms of light, pushing and pulling forces using wheeled toys and equipment, various life cycles, water exploration including, floating and sinking, rocks and safety.

Computing & E Safety- online safety using interactive PowerPoints and videos, games and app exploration, film making and general navigation of ICT.

Reading – Read Write Inc scheme, See and Learn Scheme, functional and environmental signs in the community, reading symbols and words, Matching, tracking and colourful semantics.

Communication and Interaction.

Communication- total communication approach across the school day, access to fairy tales, nursery rhymes, interactive stories, instructions and topic-based texts.

Speaking & Listening- peer talk, use of the telephone, intensive interaction, group work, sensory stories, phonics through structured sessions.

Writing – Read Write Inc scheme, mark making, over writing, fine motor activities, typing, messy play, seek and find, writing for a range of purposes.

History/Geography- Orienteering, exploring the local environment, exploring the world around us, Map reading, exploring the beach and sea safety.

MFL- making and tasting food from around the world, Dress up and role play, matching words and pictures from other languages.

PSM.

Personal Development- increase independence skills through class jobs and responsibilities, development of feelings and emotions with targeted strategies to regulate emotions.

Self -regulation- Sensory snack, OT programmes as needed, Access to specialist rooms and spaces to develop regulation strategies. mindfulness activities.

PE- Swimming, Cool Kids, Multigym, Fine motor skills, Cooking, yoga and meditation, gymnastics, access to the walkway

Art- create posters and work for displays, 3D modelling, messy play, mixed media activities.

Music- make and listen to songs using ICT, exploration of musical instruments, singing, signing and creating musical patterns.

DT- Designing and making puppets, sewing and stitching, mark making and fabric exploration, food exploration and baking.

3 rd YEAR OF A THREE YEAR CYCLE		Autumn A	Autumn B	Spring A	Spring B	Summer A
CLASS THEME TITLES & OVERARCHING BIG QUESTION S	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						

		Recognising past events, routines Know how things change in the environment over time. Know what the seasons are. Know how the weather changes with the seasons.	Discover how to move and use our bodies in a variety of ways to both use and create energy. Know how toys can use different types of energy to be used, wheeled toys, self-propelling toys, remote controlled toys.	Know what maps are, how they are used and different ways we can travel around the world. Know that we can follow different routes to find our way. Know what water, paths and buildings look like on a map.	Explore past and present through stories and traditional tales known worldwide. Know that stories can be fact or fiction. Know how pictures develop our understanding of stories and reading.	Sun and water safety. Lifecycles of plants and animals. Types of rocks and their environments. Types of holidays and destinations. Know how to stay safe when on holiday.
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