



GREEN THEMED MAP 2025 – 2026

Class: Bluebells	Main Learning Style: Sensory	Teacher: Olivia Meeds and Stacey Wilson
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	EYFS Communication and language development: Within our communication and language sessions, we will: ○ Communicate our likes, dislikes, wants and needs using our preferred communication methods. ○ Explore how to communicate effectively with those around us via Intensive Interaction, Choice making, eye gaze, and personalised devices. ○ Explore a range of topics to increase our knowledge and understanding of the world around us.

- Communication methods – on body, photographs, object cues,
- Light and sound work
- Full body exploration
- Small group work
- 1:1 focused activity
- Happy boxes
- A-Frame / Be active boxes
- Personalised stories
- MOTOR (physical) programme
- TaSSeLs Makaton Signs Symbols Attention Autism Intensive Interaction PECS

Personal, Social and Emotional Development.

Within our PSED sessions, we will:

- Engage in activities that bring us joy, happiness, and assist personal regulation – happy boxes, circle time, games, celebrations of our success.
- Work with a range of peers and small groups, both within class and the wider cluster e.g. sing and sign sessions, inclusion and events within our cluster.
- Explore how to keep ourselves healthy and safe by engaging with personal care programmes such as washing hands and faces, brushing our teeth with support and using equipment safely and functionally, using items purposefully.
- Movement to music, move with greater control over our body, working with a peer and playing games that we enjoy.
- Self-regulation – following OT strategies and personalised timetables.
- Swimming sessions.

Physical Development:

Within our physical development sessions, we will:

- Use our fine motor skills effectively to grasp, release, press, squash, isolate our fingers etc.
- Use our gross motor skills effectively to wave, kick, roll, sit, stand, reach, push, pull – all with scaffolded support as needed.
- Use a range of different equipment and areas of school e.g. PE hall, Sensory gym, sensory walkway
- Explore different surfaces, gradients and a range of movements.

Literacy:

Within our literacy sessions we will:

- Engage in a literacy rich environment through the medium of stories, sensory stories, massage stories, songs and rhymes.
- Engage in sensory stories, engaging a range of senses through a range of sensory stimuli.
- Track auditory and visual stimuli (horizontally and vertically)

Mathematics:

Within our mathematics sessions we will:

- Experiences numbers through stories, songs and rhymes
- Listen and respond to procedural knowledge- pressing, pushing, waiting, looking, listening, smelling, tasting (where appropriate), celebrating.
- Using technology to issue and observe cause and effect e.g. switches, problem solving, object permanence, Eye Gaze

Understanding the World:

Within Our Understanding the World session we will:

- Using technology to issue and observe cause and effect e.g. switches, problem solving, object permanence, Eye Gaze
- Explore a range of materials including both natural and manmade.
- Learn about the world around us

Expressive Arts and Design:

Within Our Expressive Arts and Design session we will:

- Use a range of mediums and textures to create our own masterpieces
- Listen to and explore a range of musical instruments and sounds
- Express a range of musical genres, tempos, and pitches
- Use a variety of tools and body parts to make marks
- Explore colour, texture, and prints.

Pre-formal

SEMH; Staying Safe Staying well

Staying Safe – how do we keep ourselves safe e.g. using items functionally and purposefully, looking after our bodies e.g. washing hands.

Staying well – exploring what makes us happy, playing games together, circles time with friends, daily celebrations of our success. Engaging with peers across the cluster. Being listened to and having a voice.

Cognition and Learning; Senses Problem Solving Key Skills Life Skills

Senses – what can I hear? Smell? Taste? See? Feel? How do I share my preferences/likes and dislikes?

Problem Solving – how can I ask for help? How can I ensure my needs are met? Can I reach for an item? Can I locate an item? Can I show an awareness of object permanence? Can I cause an effect using my eyes? Can I cause an effect using my different body parts? Can I make choices?

Key skills – Interacting with familiar and less familiar adults/peers. Communicating my likes and dislikes.

Communication and Interaction; Communication

Communication - How can I communicate effectively with those around me? Can I make choices? Can I reach for an item of interest? Can I listen to others? Engage in a wide range of topics/texts including sensory stories, songs, rhymes and sensory massage.

PSM; Personal Development Self -regulation

Personal Development - Following prescribed physiotherapy and OT plans, which could include- box sitting, wedges, gaiters, corner seats and standing frames. Specialist seating and physiotherapy equipment.
Tolerating different positioning.

Self -regulation - 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.

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

Self -regulation – following OT strategies and personalised timetables.

Swimming sessions.

3 RD YEAR OF A THREE- YEAR CYCLE		Autumn A	Autumn B	Spring A	Spring B	Summer AB
CLASS THEME TITLES & OVERARCHING BIG QUESTIONS	Green Themes	MY DAY (RULES & ROUTINES)	TOYS & GAMES	WHERE WE LIVE (BUILDINGS/MAN MADE FOCUS)	TRADITIONAL TALES (ONCE UPON A TIME)	HOLIDAYS & SEASIDE (ROCKS & SOILS)
	BQ	What happens during my day?	What can I play with	Where do I live?	What are my favourite stories?	What will I find when I am on holiday?
	Suggested examples of Creative Progressive Learning Activities across Subjects/ EHCP Areas					
		Know that objects exist.	Know that toys and games can	Know to trust an adult to assist with	- Explore plants - Explore small world animals	Explore natural materials including shells, rocks, soil,

		• Know what a routine is at school • Know what is next on your routine • Know how to explore with hands natural objects / phenomena • Know what routines we take part in throughout the day e.g. night and day.	be activated to move. • Know that toys and games can make sounds. • Know that toys and games are often played alongside other people. • Know how to respond to others. • Know that toys and games can be activated to move. • Know that toys and games can make sounds. • Know how to use technological devices and toys	MOTOR programmes. • Know that you can use hands to build (Experience building blocks, Lego, sand and water, other malleable materials, magic sand, straws, etc.) • Know and engage with building activities. • Know how to express/ communicate my emotions. • Know how to repeat simple movements. • Know how to release an item with control.	• Interact with real animals • Know how to explore our immediate environment. • Know how to explore our wider environment. • Start to make marks intentionally.	sponges (<i>sponge-like materials exist in the sea in the form of natural sea sponges, which are living, simple animals</i>) • Communicate what they understand about materials – e.g. show sponges are soft because they can squash them • Search for small world animals under shells, behind rocks, in sand etc • Explore physical features of the beach. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.
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