



GREEN THEMED MAP 2025 – 2026

Class: Snowdrops McGoldrick	Main Learning Style: Structured	Teacher: Laura
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	Pathways – Examples of What will be Delivered	
	EYFS Communication and language development Use of a range of communication strategies to support the children to express their feelings, wants and needs to class staff, professionals and peers. Developing and sustaining communication strategies such as Makaton, TaSSeLs, PECS, photographs, object cues, eye gaze, etc. Personal, Social and Emotional Development	

• Spacious calm environment • Easy access to calming / reflection spaces • Easy access to calming / sensory resources • Visual Timetables • Small group work • 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 • Functional and life skills - encouraging independence	Engage in turn taking and sharing skills Engage in opportunities to take turns when sharing, preparing food. Explore a range of foods, showing preferences. Physical Development. Play throughout the day in different spaces; indoors and outdoors, in different weather conditions. Experience the touch of others supporting movement and balance, experience physical games and team challenges. Literacy Enjoy rhyming and rhythmic activities. To show awareness of rhyme and alliteration. To become interested in books and rhymes and may have favourites. Access stories and poems online, navigate stories and poems online Mathematics Explore wider range of objects using all senses Use numbers for practical activities Confidently explore interesting items Play Understanding the World Know how to access, understand and interact with a range of technology within the environment. Engage with peers whilst playing a range of games. Participate in exploring a range of environments. Expressive Arts and Design Express ideas and feelings through making marks and sometimes give a meaning to the marks they make. Experience looking at source material and choosing which colours to use. Research natural materials and use art media to create textured effects. Respond to what they have heard, expressing their thoughts and feelings. Semi-formal SEMH; Staying safe. Staying well Know that we belong to different groups e.g. family, friends and know school. Know that people do different roles in our lives. Demonstrate understanding of showing respect/ respecting different environments. Describe different environments, recognising similarities and differences. Cognition and Learning; Senses Problem Solving Key Skills Life Skills Know what a routine is at school. Know how to group in different ways. Know how to notice similarities. Know and engage with building activities. Know we can build with a range of shapes.
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- Personal schedules
- Routines
- Personalised OT plans including sensory snacks
- Makaton Signs
symbols
Attention
Autism
Intensive
Interaction
PECS

Communication and Interaction; Communication

To encounter and passively accept tactile and multi-sensory activities related to the theme of the text e.g. sound, visual stimuli, taste, touch, smell.
To focus attention on certain events. To look, smile, frown, vocalise, reach, pull away to respond to familiar multi-sensory media. Communicate effectively

PSM; Personal Development Self –regulation

Know how to use different tools to make marks. Know how to use imagination. Know how to choose. Know/ use tactics in team games and early athletics. Know how to plan the next move. Know how to sway or rock in time to music.

3 RD YEAR OF A THREE-YEAR CYCLE		Autumn A	Autumn B	Spring A	Spring B	Summer A
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 and say counting words To use senses to encounter and passively accept tactile and multi-sensory activities related to the theme of the text	Know that toys and games can be activated to move. Know that toys and games can make sounds. Know that toys and games are often	Know how to recite numbers. Know how to match numerals to objects. To look, turn to, smile, vocalise to show an awareness of the storyteller	Know how to group animals and plants Know reasons for grouping and categorising plants and animals Know that people do different roles in our lives.	Know simple properties of everyday materials including water Know how to compare materials Know the key physical features of a beach. Know what a seascape is

		Know how to communicate no Know how to communicate positive and negative emotions Know trusted adults	played with other people. Know how to respond to others. Know how to communicate preferences.	Know that we belong to different groups e.g. family, friends and school. Know that people fulfil different roles in our lives. Know that we respond to different people in different ways.	Know that we respond to different people in different ways. Know and understand characters and events from stories.	Know what the holidays celebrate. Know how the holidays are celebrated.
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