



PURPLE THEMED MAP 2025 - 2026

Class: Oak Main Learning Style: Pre-formal Teacher: Kerry Hall and Kirsty Robinson

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

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

Pathways – Examples of What will be Delivered

Pre-formal

SEMH; Staying Safe Staying well

SEMH: safety when using familiar and unfamiliar equipment, learn about equipment in a new space and how to use it safely. Learn new games skills following simple rules, take part in exercise that will impact positively on well being and health -e.g. yoga, use kind hands when working with others, expect kind hands and words when others are working with them, learn how to share personal space, learn how to respect the personal space of familiar adults and friends; and unfamiliar others, learn how to stay safe in different situations. Make thoughtful choices.

RE- explore and encounter the scriptures of all religions through sensory experience.

Life long Learning - Be confident with self care routines and communication techniques – e.g. TaSSeLs alert, feed, wipe face sign. Practice personalised daily routines

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

Communicate thoughts and feelings effectively and expect a respectful response from those working with young people, supported leisure activities. Regular celebrations of success and achievement. Get to know young people within the cluster and beyond, exploring our favourite relaxing activities. Being listened to and having a voice. Learn how to build relationships with new people, learn how to celebrate friendships with new friends
Personal care programmes, washing hands and faces, using specialised equipment safely, using items with a purpose.

Cognition and Learning; Senses Problem Solving Key Skills Life Skills

Cognition and Learning; -

Encounter language relating to number. Participate in functional activities that involve numbers (weighing, handling coins, measuring, sharing items e.g. birthday cupcakes) Encounter shapes and colours of objects, decorations, the emptying and filling of containers and mark making in a variety of contexts and media for different purposes. Explore switches and controlling their environment, noticing the impact of their actions. Consolidate their understanding of the use of functional objects (complete tasks with as much independence as possible)

Explore electricity and power using switches. Enhance our understanding of cause and effect; that our actions create effects. Explore the various types of energy, e.g. heat, light, sound, movement.

Communication and Interaction; Communication - experiencing different genres of Literacy throughout the year associated with themes.

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.

Making wants and needs known through objects choice, PEC's, photographs, iPads, reaching, gesturing, vocalising and eye pointing.

PECS – stage one exchange pictures for an item and make simple choice - use hands, pecs app, gestures or eye pointing.

Making choices from two or more real objects using eye pointing, reaching, facial expressions and vocalisations.

Sensory story activities relating to themes. How do the young people respond to the different resources, and can they predict / anticipate what will come next?

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

Initiate communication and interaction with peers.

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 initiate turning pages? Can pupils track it left to right, up and down? Can pupils locate, focus, relocate?

PSM;**Personal Development**

Follow prescribed physio and OT plans, e.g. seating, gaiters, corner seats and standing frames.

Tolerating different positioning.

OT strategies including access to the outdoor areas and calming strategies.

Movement to music, move with greater physical control, work with a peer and play enjoyable sports and games.

MATP- motor activity therapy programme focusing on; dexterity, body awareness, kicking, striking.

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

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

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 (History Geography) 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

Accreditation-

Towards Independence- sensory- yogacise – explore how our body can move and how exercise can give us energy and power.

2025-2026			
Secondary and Further Education	Population and Inhabitants	Materials in my Surroundings	The Planet
Towards Independence Sensory (TI SEN) Year 12-Year 14	Myself and Others	Creativity	Multisensory experiences.
Towards Independence: Induction Year 12-14	Popular culture	Making Pictures	Craft making

5 th YEAR OF A FIVE YEAR CYCLE		Autumn	Spring	Summer
CLASS THEME TITLES & OVERARCHING BIG QUESTIONS	Purple Themes	POPULATION AND INHABITANTS	MATERIALS IN MY SURROUNDINGS	THE PLANETS
	BQ	Who lives where?	Which materials are best to use? Why?	Why study the planets (including earth)?
		Suggested examples of Creative Progressive Learning Activities across Subjects/ EHCP Areas		
		To use different parts of our bodies to explore materials and substances of a variety of environments around the world. To use Objects of Reference and other sensory cues to develop confidence when moving around school. To make a choice between 2 or more options. Explore key texts including Shakespeare and Poetry. To experience different religious traditions and artefacts in Christianity, Hinduism and Sikhism. To experience how to treat others and how to be treated with kindness and respect.	To communicate preferences towards types of materials Reach for familiar and unfamiliar items and initiate exploration Search for objects out of sight, hearing or touch. To explore different areas of the school and my wider surroundings. Know how to tolerate less preferred textures/ materials e.g. cold, wet.	To activate a range of switches to experience and respond to light and dark. To observe the results of our own actions when exploring light and dark To track visual objects moving through their field of vision. Explore materials found on planets – rocks, iron and other metals; include natural materials on earth. To be inspired by Van Gogh's Starry night and use this as a basis to produce our own creative masterpiece.

