



PURPLE THEMED MAP 2025 - 2026

Class: Maple Main Learning Style: Structured, Functional Teacher: Rachael Piotrowicz

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

Pathways – Examples of What will be Delivered

Pre-formal

SEMH; Staying Safe Staying well

Throughout the year we will learn how to complete hygiene routines such as brushing hair, brushing teeth and cleaning face, more independently through Sensology activities and personalised sensory stories. Pupils will be encouraged to take an active role in their learning, expressing their likes and dislikes in all activities. Pupils will be encouraged to locate the correct resources needed to complete the hygiene routines accurately. Pupils will be supported to make and keep friends in class through story massage activities, turn taking games and shared experiences. Pupils will be supported to learn who safe and unsafe adults are and how to stay safe when working with trusted adults in a range of situations both in school and in the community. Pupils will be supported to make choices more independently across the day, for example at lunchtime choosing what they would like to eat.

- 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
- Personal schedules
- Routines
- Personalised OT plans including sensory snacks
- Makaton Signs symbols
Attention Autism Intensive
Interaction PECS

Cognition and Learning; Senses Problem Solving Key Skills Life Skills

Pupils will increase their understanding of number, time and exchanging money across the year. Pupils will learn through practical activities and concrete resources to support their understanding of early numeracy concepts. Pupils will be encouraged to use their problem-solving skills across the curriculum, through completing classroom jobs, using iPads and switches increasing their understanding of cause and effect. Pupils will be supported to extend their independence in life skills through taking more responsibility of their own equipment. Pupils will be supported to increase their understanding of dressing and undressing skills through sequenced learning and discrete skill teaching.

Communication and Interaction; Communication

Pupils will be encouraged to use their preferred communication methods in a Total Communication environment and will be encouraged to persevere when communication challenges occur. Pupils will have a range of communication strategies modelled to them to support their understanding of how to use these communication strategies in daily life tasks. Pupils will be supported to extend their own communication through intensive interaction sessions, working on encouraging vocalisations and turn taking skills with adults. Pupils will engage in reading activities through sensory stories, focusing on initiation, engagement, and problem solving.

PSM; Personal Development Self -regulation

Pupils will increase their fine motor skills through personalised programs to increase their hand control and co-ordination. Pupils will access any supportive equipment or strategies with support of trusted adults and with increasing independence. Pupils will be supported to increase their gross motor skills in the indoor and outdoor environment, increasing their confidence in completing physical activities with more independence.

Semi-formal

SEMH; Staying Safe Staying well (PSHE RSE RE)

Pupils will explore how to navigate friendships and other relationships with respect, kindness and empathy. They will explore teamwork through practical and fun experiences, as well as navigating any challenges with respect. They will explore how to communicate their emotions effectively, who they can go to for support in both school and wider community contexts, as well as developing their life skills and resilience for adult life. Different options for adult living will be explored alongside learners as appropriate.

Pupils will be supported to understand how their young adult bodies are changing and how to support themselves with these changes. They will understand how to respond to an emergency, including how to ask for help and basic first aid skills.

Alongside their learning about respect, pupils will experience a range of traditions, artefacts and stories relating to the main world religions, which this year will include Christianity, Judaism, Islam, Sikhism and Hinduism. Pupils will be encouraged to share and comment upon their own experiences and celebrate our diversity as a school community.

Cognition and Learning; Senses Problem Solving Key Skills Life Skills (Mathematics Science Computing & Online Safety)

Pupils will be taught functional skills relating to number, 2D and 3D shape, time and money across the year. These skills will be taught through practical and pictorial methods, making use of real life contexts and practical applications to adult life, such as cooking, navigating transport, accessing shops and cafes and managing leisure and work times.

Pupils will be taught the importance of online safety in a range of contexts, alongside learning how to communicate effectively online, control devices and passwords and explore what is a digital footprint.

Science sessions will focus on exploring and understanding a range of natural and human habitats, conducting simple investigations and experiments relating to the materials found in the world around us, as well as exploring what is beyond our planet in the solar system

Communication and Interaction; Communication (Speaking Listening Reading Writing) Humanities (History Geography, MFL)

Pupils will access a range of literacy schemes that are appropriate to their learning needs, including See and Learn, Read Write Inc. Fresh Start and Colourful semantics. Pupils will have frequent opportunities to read in the school and community environment, developing both their decoding and comprehension skills, alongside a love of literature. Pupils will access a total communication environment, with frequent opportunities to use their speaking and listening skills in real life contexts, such as through work experience opportunities and working with their peers from across the cluster in mixed afternoon sessions.

Through their Humanities lessons, pupils will explore and research the world around them through explorations of the UK's geographical features and culture, comparing this with other countries around the world, including how climate differences affect the population of countries around the world. We will also be exploring the history of the Space Race, accessing a range of historical sources, creating timelines of events and exploring how current affairs affected people's everyday lives.

PSM; Personal Development Self-regulation (PE Art Music DT)

Throughout the year pupils will explore and build understanding of their own and other's emotions, through regular emotional check ins, social stories, emotion related games and modelling. Pupil's will be encouraged to accurately identify their own feelings, management strategies and the feelings of others. Pupils will be working on their self-regulation skills, and they will be taught strategies that can be used independently.

Pupils will have a range of opportunities to explore music and art from across a range of cultures and disciplines. They will be encouraged to explore, express their opinion and refine their work over time in relation to the themes of National anthems, music from other countries, Holst's The Planets Suite, how artists are inspired by nature, how art and music makes you feel and how products are designed and developed. Pupils will have the opportunity to design and make useful everyday items and develop an outdoor space.

Physical development will focus on individual outcomes for fine and gross motor skills as required, alongside promoting a healthy and active lifestyle through daily 'fit club' sessions, access to the outdoor gym and playing a range of adapted team games. Pupils will also be introduced to a range of sports ambassadors and will explore what this means to represent their sport or club to the wider community.

Formal

SEMH; Staying Safe Staying well (PSHE RSE RE)

Pupils will initiate and explore how to navigate friendships and other relationships with respect, kindness and empathy. They will explore teamwork and practice being leaders through practical and fun experiences, as well as navigating any challenges with respect. They will explore how to communicate their emotions effectively, who they can go to for support in both school and wider community contexts, as well as developing their life skills and resilience for adult life beyond the school environment. Different options for adult life will be explored alongside learners as appropriate.

Pupils will be supported to understand how their young adult bodies are changing and how to support themselves with these changes. They will understand how to respond to an emergency, including how to ask for help and basic first aid skills. Opportunities to solve problems will be a regular occurrence in class.

Alongside their learning about respect, pupils will experience a range of traditions, artefacts and stories relating to the main world religions, which this year will include Christianity, Judaism, Islam, Sikhism and Hinduism. Pupils will be encouraged to share and comment upon their own experiences and celebrate our diversity as a school through a range of community experiences.

Cognition and Learning; Senses Problem Solving Key Skills Life Skills (Mathematics Science Computing & Online Safety)

Pupils will be expected to grow in independence in their use of functional skills relating to number, 2D and 3D shape, time and money across the year. These skills will be taught through practical and pictorial methods, making use of real life contexts and practical applications to adult life, such as cooking, navigating transport, accessing shops and cafes and managing leisure and work times.

Pupils will be taught the importance of online safety in a range of contexts, alongside learning how to communicate effectively online, control devices and passwords and explore what is a digital footprint. They will be encouraged to communicate any concerns they may have to a trusted adult.

Science sessions will focus on exploring and understanding a range of natural and human habitats, conducting simple investigations and experiments relating to the materials found in the world around us, as well as exploring what is beyond our planet in the solar system. Opportunities to predict and evaluate investigations and experiments will be offered.

Communication and Interaction; Communication Speaking Listening Reading Writing Humanities (History Geography, MFL)

Pupils will access a range of personalised literacy schemes that are appropriate to their learning needs, including See and Learn, Read Write Inc. Fresh Start and Colourful semantics. Pupils will have frequent opportunities to read in the school and community environment, developing both their decoding and comprehension skills, alongside a love of literature. Pupils will access a total communication environment, with frequent opportunities to use their speaking and listening skills in real life contexts, such as through work experience opportunities and working with their peers from across the cluster in mixed afternoon sessions.

Through their Humanities lessons, pupils will explore and research the world around them through explorations of the UK's geographical features and culture, comparing this with other countries around the world, including how climate differences affect the population of countries around the world. Students will be encouraged to ask questions, show curiosity and lead their own learning. We will also be exploring the history of the Space Race, accessing a range of historical sources, creating timelines of events and exploring how current affairs affected people's everyday lives.

PSM; Personal Development Self-regulation (PE Art Music DT)

Throughout the year pupils will explore and build understanding of their own and other's emotions, through regular emotional check ins, social stories, emotion related games and modelling. Pupil's will be encouraged to accurately identify their own feelings, management strategies and the feelings of others. Pupils will be working on their self-regulation skills, and they will be taught strategies that can be used independently.

Pupils will have a range of opportunities to explore music and art from across a range of cultures and disciplines. They will be encouraged to explore and make choices, express their opinion and refine their work over time in relation to the themes of National anthems, music from other countries, Holst's The Planets Suite, how artists are inspired by nature, how art and music makes you feel and how products are designed and developed. Pupils will have the opportunity to design, make and evaluate useful everyday items and develop an outdoor space.

Physical development will focus on individual outcomes for fine and gross motor skills as required, alongside promoting a healthy and active lifestyle through daily 'fit club' sessions, access to the outdoor gym and playing a range of adapted team games. Pupils will also be introduced to a range of sports ambassadors and will explore what this means to represent their sport or club to the wider community, leading to a deeper interest in a chosen sport.

Functional

SEMH; Staying Safe Staying well PSHE RSE RE My Friends My Community Special Days and Cultural Days

Pupils will explore and practise self-care and personal hygiene across the school day. Pupils will have the opportunity to practise these skills independently. Pupils will build social skills within the class environment by developing relationships with peers, turn taking activities and sharing the communal space in My Community afternoons in the cluster. Pupils will learn about the dangers within the world and how to keep themselves safe, including road safety and dangers in the home. Pupils will also engage in staying well activities, learning why and how we need to stay healthy, including healthy eating and exercise. Pupils will engage in RSE learning to support their understanding of the changes occurring as they become young adults. Pupils will also be exploring the world around them and learning about different cultures and religions in My Community lessons.

Cognition and Learning; Senses Problem Solving Key Skills Life Skills/ Preparation for adulthood
Mathematics Science Computing & E-Safety My Work

Pupils will be focusing on their understanding of number throughout the year; using and applying to functional numeracy. We will then extend these skills to support preparation for adulthood within the classroom and wider community environment. For example; pupils will be counting different amounts of peers and laying the table correctly, following numbered recipes and instructions to create drinks and simple snacks, reading the time throughout the day and identifying and using coins and notes as part of their work in the school.

Science topics will be covered through practical methods, children will participate in planning and completing different activities. Pupils will have access to iPads, laptops, and the interactive whiteboard. During our ICT lessons, pupils will be learning and refining skills such as typing, using online communication tools and researching chosen topics, all underpinned by an ongoing focus on how to stay safe online. Reading will be functional, and students will have the opportunity to explore different media to read such as non-fiction, fiction, leaflets, eBooks, catalogues and online sources.

Communication and Interaction; Speaking Listening Reading Writing Humanities (History Geography) MFL
My Work My Home

Pupils will be following the Read Write Inc. Fresh Start, See and Learn schemes as appropriate. They will also explore a range of sensory, motivating and age appropriate fiction and non-fiction texts. Pupils will be practising their writing, speaking, listening skills to support them ready for My Work sessions. Pupils will continue to learn how to communicate using a Total Communication Approach and apply these skills daily, pupils will be completing both practical and written work to consolidate this knowledge and create lifelong communication. MFL will be covered throughout the year, with opportunities to explore different countries food, culture, language and

celebrations. Geography and History will give pupils the opportunity to explore the world around them over time, focusing on practical skills such as research and navigation.

PSM; Senses Problem Solving Key Skills Life Skills/ Preparation for adulthood PE Art Music DT My Health My Creativity My Challenge

Throughout the year pupils will explore and build understanding of their own and other's emotions, through regular emotional check ins, social stories, emotion related games and modelling. Pupil's will be encouraged to accurately identify their own feelings, management strategies and the feelings of others. Pupils will be working on their self-regulation skills, and they will be taught strategies that can be used independently.

During PE we will be focusing on gross motor skills, accessing bikes, multi gym, team games and other physical activities within school and out in the community. Art and music sessions will continue to work on fine motor skills, giving pupils access to a range of resources and instruments to explore with increasing independence and artistic freedom.

ASDAN (Transition Challenge, Towards Independence)

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		

		• Explore a range of natural and man-made habitats. • Identify a range of 2D and 3D shapes in a range of contexts. • Explore the similarities and differences between our own country, countries in the UK and around the world. • How to treat others with kindness and respect.	• Identify the time and solve real life time and money based problems. • Understand how to respond to an emergency. • Express preferences for different musical and artistic genres, communicating how they make you feel. • Explore the beliefs of the Jewish and Muslim faiths.	• Identify the planets in our solar system and earth's place within it. • Explore the history of the space race. • Explore my personal options for living in adulthood and express a preference. • Identify and create my own abstract art.
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