



YELLOW THEMED MAP 2025 - 2026

Class;	Daffodils	Main Learning Style;	Focused	Teacher: Himani Wadhwa and Katie Morley
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		
Focused • Small groups • Communication through photos, symbols, pictures, words, PECS book • Colourful semantics - sentence building • Role play sessions • Social interaction within peers		Pre-formal SEMH. Staying Safe – Personal care routines through hygiene and self-help tasks, stranger danger, Food safety, My body safety, Water and sun safety, Green cross code and people who help us. Staying well – Turn taking with friends, role play, sharing and playing with and alongside others, understanding and managing feelings and emotions. Relationships- recognising themselves and important people in their lives, know who can help them. 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 including number rhymes, sorting activities, self-help skills, cause and effect activities, matching tasks, challenge and object permanence. Key Skills - indicating likes and dislikes through preferred communication methods, food technology sessions.		

- Designated areas
- Exploration area - awe and wonder
- Functional and life skills - encouraging independence.
- Makaton Signs symbols
Attention Autism Intensive
Interaction PECS

Life Skills- dressing and undressing, local community and environment exploration, exploring the past, cultural event participation, sequencing and scheduling daily events.

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, primary multi-gym, Sensory Gym and OmiVista floor.

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

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, Numicon, White Rose maths scheme, 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.

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. Learning new Makaton signs and symbols, understand Makaton signs and symbols.

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

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.

History/Geography- Orienteering, exploring the local environment, exploring the world around us during different historical periods, 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
CLASS THEME TITLES & OVERARCHING BIG QUESTIONS	Yellow Themes	MY DAY (TIME)	ENERGY	MAPS	TRADITIONAL TALES (THE PAST)	HOLIDAYS (SAFETY FOCUS)
	Big Questions	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

		- To count actions related with time, for example how long should we wash our hands for? Brush our teeth - Begin to associate events with different times of day? - To notice the sounds of kitchen appliances and their function. - To make clear choices and begin to link symbols to objects. - To know about seasonal changes	- To participate in simple board games, developing early turn taking and counting skills. - To make simple comparisons, full, empty, tall, short. - To match letters and simple words associated with stories studied during the topic. - To experience and the know about different religious communities' beliefs. - To explore natural forces such as the wind.	- To look at electronic and paper-based maps. - Explore different areas of the environment and create their own maps. - To explore and know about natural things we find outside. - To hold tools and use them to make marks. - To begin to listen to and discriminate between different sounds of the alphabet.	. Join in and participate in number rhymes associated with the topic. - To count forwards and backwards - To know that plants and animals have life cycles. - To learn about castles in traditional tales. - To begin to recognise different emotions.	- To respond to sensory stimuli associated with holidays. - To explore sunglasses and hats and know that they provide shade. - Make marks using rocks and slate. - To learn about how to keep safe around water - To interact with puppets. - To prepare a picnic meal.
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