



GREEN THEMED MAP 2025 – 2026

Class: Jasmine	Main Learning Style: Focused	Teacher: Hannah Picken
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,	EYFS
	<u>Communication and language development.</u> 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.
	<u>Personal, Social and Emotional Development</u>

symbols, pictures, words, PECS book • Colourful semantics - sentence building • Role play sessions • Social interaction within peers • Designated areas • Exploration area - awe and wonder • Functional and life skills - encouraging independence • Makaton Signs symbols Attention Autism Intensive Interaction PECS	Develop effective strategies to demonstrate and express feelings. Play games and learn alongside peers in small groups. <u>Physical Development</u> Engage in a range of physical opportunities that strengthen and develop skills in both gross and fine motor development. Supporting children to engage with physiotherapy programmes to support physical development. Use of large equipment and supportive seating to allow positional changes. Develop self-help skills including personal hygiene and feeding. <u>Literacy</u> Engage in multisensory activities to develop early literacy skills including phonological awareness, isolating sounds, exploring books and reading opportunities. Develop a sense of rhyme and rhythm through stories and poems. Experience a language rich environment supported by sensory activities and stories. <u>Mathematics</u> Experience counting within a range of areas, develop language of size and position. Listen to and respond to different stimuli to create effects. <u>Understanding the World</u> Experience the world around us through senses and exploratory learning opportunities. Carry out investigations and lead with curiosity to encounter a range of learning possibilities. <u>Expressive Arts and Design</u> Use a range of media to create a range of artwork. Listen to, respond and engage with a range of musical instruments that are both tuned and untuned. Express likes and dislikes when listening to a range of musical genre. Explore texture, print and pattern and create pieces using tools and body parts.
	Pre-formal SEMH; Staying Safe Staying Well Develop and take part in hygiene routines. Show awareness of safety inside and outside of the classroom, travelling around school, stranger danger. Being supported with self-care routines and using preferred communication style such as TaSSeLS, Makaton, object cues, PECs (stage 1) Support each child with their own personalised routine offering sensory snacks (short bursts of learning that can be increased over time). Positional changes when needed and use of specialised equipment to allow pupils to feel more comfortable and ready to learn. Increasing pupils' independence in choosing materials for work, choice of colour of paint etc. Providing opportunity for child led play and peer interaction (with a pupil in the same class or from a class in the same cluster) with adult support encouraging positive friendships. Cognition and Learning; Senses Problem Solving Key Skills Life Skills Filling and emptying activities, incorporating Sensology where all senses are activated. Object permanence, looking for objects that have been moved out of view/reach. Use of switches to activate a toy or interactive whiteboard. Using the eye-gaze with an Alexa to make something work such as bubble machine, disco ball, cd or fan. Exploring the outside environment through Forest School and accessing the walkway where appropriate. Exploring the world around us (immediate environment) classroom investigation through clear learning areas being developed.

Communication and Interaction;

Opportunities for intensive interaction where pupils participate and engage in sessions with a familiar and unfamiliar staff member. Sensory stories that link in with the topic (how do children respond), use of personal stories.

Community awareness and inclusion activities.

Allowing children to communicate and interact through music therapy and creativity sessions.

Using switches and Big Macks to request “more” or “stop”. Solo or small group reading following each child’s personalised reading target (story massage, activate a switch allowing them to be actively involved with a story)

PSM; Personal Development Self -regulation

Following activities set from physiotherapists from the child’s physiotherapy plan such as seating position, MOTOR plan.

Being involved in extracurricular activities such as swimming, rebound.

Creating achievable targets at lunchtime for eaters and non-eaters.

Self -regulation

Use of happy box when needed (asking parents about what they use at home to see if we can create the same), provide a safe space where children can have sensory breaks/snacks.

Follow an OT programme for individual children (use of a weight-jacket, brushing programme, ear defenders etc).

Creating if needed a personalised timetable.

Semi-formal

SEMH; Staying Safe Staying well (PSHE RSE History RE)- To share resources with friends, to take part in hygiene routines such as washing hands, to recognise themselves in photographs, to recognise events from their recent past, to listen to a range of stories from different religions.

Cognition and Learning; Senses, Problem Solving, Key Skills, Life Skills (Mathematics Science Computing & ESafety Reading DT)- to begin to recognise numbers, to begin to count items, sort shapes, recognise some 2D and 3D shapes, to recognise when a scientific change has occurred such as ice melting, to learn how to use a range of ICT programs, to engage in the RWI phonics program recognising set 1 sounds and begin to blend them to read CVC words, to learn how to use scissors safely.

Communication and Interaction; Communication (Speaking Listening Writing MFL) To begin to increase vocabulary through using ALD’s, PECs and colourful semantics, to listen to a story and answer simple comprehension questions with the support of an ALD’s. To hold a pencil and follow writing patterns, begin to overwrite letters and use an iPad/ laptop to type own name and other simple words. To listen to a range of songs in different languages.

PSM; Personal Development Self -regulation (PE Art Music Geography) Access personalised O.T programs where appropriate, begin to play alongside friends in familiar environment and play simple games with adult support. To dress and undress independently just needing support with fastenings. To climb on and off apparatus safely with increasing independence, begin to follow instructions to move bodies in a range of different ways. Begin to experiment with using a range of materials to create pieces of artwork. To answer simple questions about the world we live in.

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					
		- Following a visual timetable - Identifying areas of school - Responding to audio and visual cues - Ordering known events	- Explore a range of electronic toys. - Explore traditional toys. - Turn taking with a group of friends. - Choosing friends to play with - Following simple rules - Accepting defeat - Celebrating wins	- Exploring different types of buildings - Matching and sorting features of buildings - Following simple maps - Finding my way round school - Identifying own belongings	- Listening to traditional tales - Sequencing main events - Identifying and matching characters from the stories - Exploring rhyme and rhythm - Handling books appropriately	- Experiencing different underfoot textures - What makes a great sandcastle? - Tastes and smells of the seaside - Knowing what to pack for different weathers - Writing postcards - Taking photographs - Felling different temperatures all around us