



ORANGE THEMED MAP 2025 - 2026

Class; Daisies		Main Learning Style; Sensory	Teacher: Tamara Moore
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	
Sensory		Pre-formal	
• Multi-sensory opportunities • Communication methods – on body, photographs, object cues, • Light and sound work • Full body exploration • Small group work • 1:1 focused activities • Happy boxes • A-Frame / Be active boxes • Personalised stories • MOTOR (physical) programme • TaSSeLs Makaton Signs • Symbols Attention Autism • Intensive Interaction PECS • Focused		SEMH; Staying Safe Staying well Lifelong Learning - Be confident with self-care routines and communication techniques associated with these i.e. TaSSeLs alert, feed, wipe face sign Practice personalised daily routines. Pupils will be taking part in activities to explore how to look after themselves and staying well, pupils will have their own personal hygiene bag and they will be accessing this with support. Games and activities to promote sharing personal space with adults and peers. Experiencing staying safe in different situations, e.g. animals, kitchen. Exploring different materials to develop preferences. Exploring materials using all of our senses to learn about different Religions. Cognition and Learning; Senses Problem Solving Key Skills Life Skills To experience and participate in number songs and react to the disappearing of objects. Turning to, reaching for and tracking sensory stimuli. Exploring different media with support and embedding mark making opportunities. To notice and respond to auditory and visual stimuli, explore switches and controlling their environment, noticing their actions have an effect on their surroundings. Practice choice making skills. Exploring a range of technology around us to cause a desired effect, e.g. eye gaze, interactive whiteboard, sound beam. To give attention and concentrate during curriculum activities. Using all our senses to notice, explore and respond to stimuli (sight, sounds, smell, taste, feel) sensory projects related to topics such as human development, weather and materials. Explore the world around us and become aware of our choices. Communication and Interaction; Communication Experience different genres of Literacy throughout the year associated with our topics. Tactile Signing (TaSSeLs) to encourage pupils to accept, tolerate and respond to a progressive range of tactile on body signs associated with daily routines and changes of position. Working together in small groups to participate in sensory story activities related to our themes. Engaging in mark making activities using a range of materials. Participate and engage in Intensive Interaction sessions with familiar and unfamiliar staff. To initiate communication and interaction with peers. Making their wants and needs known through objects choice, Pecs, photographs, reaching, gesturing, vocalising and eye pointing. Experience sharing a book / sensory book with an adult in the School Library.	

PECS – stage one exchange pictures for an item and make simple choice. This could be using their hands, pecs app, gestures or eye pointing.
 Eye Gaze – making simple choice from two photographs using eye pointing.
 Exploring different objects and artefacts related to History and Geography.
 Listening to greetings and phrases in Spanish.

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 turn pages?

PSM; Personal Development Self -regulation

Personal Development physiotherapy activities and challenges from their physiotherapy plans – motor programmes, seating positions, access from learning platforms.
 OT strategies including access to the outdoor areas.
 Self-regulation- following OT strategies and personalised timetables.
 Swimming sessions.
 Accepting and responding to relaxing sessions, e.g. story massage and aromatherapy.
 Movement to music, move with greater control over our body, working with a peer and playing games that we enjoy.
 Tac Pac and Senseology sessions to develop greater awareness of their body, personal space and the worlds around them
 Fine motor programmes and finger exercises to develop hand control and isolation of their fingers.
 Using senses and fine motor skills to engage in cooking sessions.

3 rd YEAR OF A THREE YEAR CYCLE		Autumn A	Autumn B	Spring A	Spring B	Summer
CLASS THEME TITLES & OVERARCHING BIG QUESTIONS	Orange Themes	LOCAL BUILDINGS	SHOPPING	MATERIALS & TEXTURES	HUMAN RIGHTS (ROLES & RESPONSIBILITIES)	LIGHT, COLOUR & SHAPE
	BQ	What are local buildings used for?	What should I buy?	Can I name materials and describe their textures?	Who can I call on for help?	Where can we find lights, colours and shapes?
	Suggested examples of Creative Progressive Learning Activities across Subjects/ EHCP Areas					
		- To explore different materials of local buildings in my community through sensory exploration. - To use Objects of Reference and other sensory cues to develop confidence when moving around school. - To recognise key buildings personal to me (i.e. home, school). - Explore a range of terrains through sensory play, e.g. water and sand. - To know the symbols of important buildings	- Engage in co-active exploration and handling of props related to shopping experiences. - To communicate preferences towards different products. - Use fine motor skills to explore toys and items from the past and present. - Explore Christian and Jewish clothing, foods, ceremonies – prepare foods, fasten cloths, explore sensory stories - To communicate your preferences to	- To explore and respond to different stimuli, e.g. materials and textures. - To make a choice between 2 or more options. - To experiment and make choices between materials for different purposes, e.g. greenhouse, bughouse. - Explore materials available from the past, and present. - To recognise patterns and replicate different patterns through different Art techniques. - To experience everyday items in familiar routines such as utensils in the kitchen.	- To know how to look after animals and plants through real life experiences. - Know that you have a voice. - Know that cultural differences are good. - Engage in opportunities to make basic requests using different communication methods such as switches and eye gaze. - Practice asking for help. - To know that people create art to express their feelings and aid their own wellbeing. - To explore using items to meet our basic needs, e.g. utensils for feeding, blankets for warmth.	- To observe the results of our own actions when exploring light, colour and shape. - Know how to use a drawing / animation programme electronically when exploring light, colour or shape. - Know how to use our senses to explore objects related to light, colour or shape. - Know what natural and manmade light is. - Explore how colour is used in a range of contexts.

		and replicate through printing techniques. • Collaboratively experiment with different materials with other peers to create a dream building.	create your own dream shop.			
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