



RED THEMED MAP 2025 - 2026

Class; Poppies		Main Learning Style; Focused		Teacher: Sophie Reynolds	
Classes are likely to deliver to more than one learning style within their group. Classes have been identified as Sensory, Focused or Structured as their main Learning Style. Teachers 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			Pre-formal		
• Spacious calm environment • 1:1 focused activities • Full body exploration • Small groups • Communication through photos, symbols, pictures, words, PECS book • Colourful semantics - sentence building • Role play sessions • Social interaction within peers • Designated areas • Functional and life skills - encouraging independence • Makaton Signs symbols Attention Autism Intensive Interaction PECS • TEACCH / Individual Workstations • Easy access to calming / sensory resources • Easy access to calming / reflection spaces • Visual Timetables • Personalised OT plans including sensory snacks			<u>SEMH; Staying Safe Staying well</u>		
			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 keep themselves 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.		
			<u>Cognition and Learning; Senses Problem Solving Key Skills Life Skills</u>		
			Pupils will learn number, using and applying, shape and problem solving 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 and recognising the purpose for accessing personal programs such as OT and physiotherapy. Pupils will be supported to increase their understanding of dressing and undressing skills through sequenced learning.		
			Throughout this year students will develop responses to familiar people, events and objects. Showing interest in people and events. They will show reactions to new activities and experiences. Students will continue to develop their skills to respond to different stimuli and explore resources and stimuli with support.		
			<u>Communication and Interaction; Communication</u>		
			Pupils will be encouraged to use their preferred communication method of PECs in day-to-day classroom life, to support a multi-modal approach to communicating. Pupils will have verbal language, Makaton signs/symbols and sounding board on the communication iPad 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 our topic of learning, working on anticipation and prediction skills. Pupils will engage in story massage sessions, where they will focus on accepting and tolerating the strokes on the part of their body they have requested. <u>PSM; Personal Development Self -regulation</u> Pupils will increase their fine motor skills through personalised programs to increase their hand control and co-ordination. Pupils will access their equipment and strategies with support of trusted adults, tolerating positional changes and controlling our body through support of standing frames, gaiters and specialised seating equipment. 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 <u>SEMH; Staying Safe Staying well (PSHE RSE RE)</u> In PSHE and RSE pupils will learn and recognize our own needs and feelings, developing our own self-regulation and calming strategies. We will learn and identify friendships, differences, and how to staying safe with support from familiar adults in a range of environments. Pupils will also learn how to develop our confidence through learning how to keep ourselves fit and healthy. In Religious Education, pupils will learn and explore the key values of Christianity, Islam, Sikhism. <u>Cognition and Learning; Senses Problem Solving Key Skills Life Skills (Mathematics Science Computing & ESafety)</u> In Maths, pupils will be focusing on counting reliably to 10 and beyond and develop our understanding of number concepts using the Numicon and White Rose Maths scheme of learning. In Science, pupils will be exploring materials, learning about solids/liquids/gases and carrying out simple investigations to change the key features of materials. In Computing, pupils will learn to program simple devices, explore eBooks and create basic graphs online and using iPads. <u>Communication and Interaction; Communication (Speaking Listening Reading Writing Humanities (History Geography) MFL)</u> In Literacy, pupils will develop our speaking and listening skills using the Read Write Inc. and See & Learn programs. Pupils will learn to copy and write their names, as well as increasing fine motor skills to improve legibility of writing. Pupils will explore adjectives and sentence building through colourful semantics activities. In MFL, pupils will learn Italian words for emotions, school places and greetings. In History, pupils will look at how they have changed as they have grown and learn about how other people live and celebrate occasions around the world. In Geography, pupils will explore why people move around the world and learn what it is like to live in different countries. <u>PSM; Personal Development Self -regulation (PE Art Music DT)</u> In Art, pupils will use textures and modelling techniques to express identity when creating models based on famous artists’ work. In Music, pupils will engage with music genres from around the world and engage in live performances using different instruments. In PE, pupils will work towards increasing their independence in daily routines such as dressing, undressing and showering. Pupils will also develop skills and confidence through working with peers in PE games and fitness. Pupils will work to improve our fine motor skills through functional activities such as using zips, buttons and threading. In DT, pupils will learn how to prepare healthy meals, explore the importance of food hygiene and create meals of different cultures, thinking about how it is different to English meals.
	Formal <u>SEMH; Staying Safe Staying well PSHE RSE RE</u> In PSHE, pupils will learn how to stay safe online when shopping and identity and understand healthy family relationships and friendships. In RE, pupils will explore diversity and unity within local and religious communities. Pupils will work to understand religious practices and community values in focus religions. <u>Cognition and Learning; Senses Problem Solving Key Skills Life Skills/ Preparation for adulthood Mathematics Science Computing & ESafety DT</u> In Numeracy, pupils will use knowledge about number, money & shape by using and applying skills we have learnt from the White Rose Maths and Numicon scheme in real life contexts. In Science, pupils will work to understand inside the human body and how digestion works and how materials change forms. In Computing, pupils will develop skills when programming Beebots, write digital texts using software on iPads and present data using graphs in online forms. <u>Communication and Interaction; Communication Speaking Listening Reading Writing Humanities (History Geography)</u>

	In Literacy, pupils will develop their understanding of grammar, writing structure and comprehension through the Read, Write, Inc Fresh Start scheme. Pupils will use the colourful semantics scheme to develop and increase their understanding of spoken sentence structures. In MFL, pupils will compare schools and lifestyles of Italian and English culture. Pupils will also learn how to express feelings and preferences of objects using Italian key terns. In History, pupils will reflect on how their life has changed as they have grown up and what makes everyone unique. In geography, pupils will find out how people move around the world and how people live and work in different countries. <u>PSM; Personal Development Self -regulation PE Art Music DT</u> In PE, pupils will collaborate in PE games, developing skills of team games and gymnastics. Pupils will apply practical life skills daily, through independent dressing, undressing and showering. In Art, pupils will create self-portraits using artwork from famous artists, create textile art using malleable materials and design, plan and make 3D sculptures of famous artwork. Pupils will also edit photos and design posters. In music, pupils will compose and perform music from around the world, showing an understanding of notation to support orchestras and musicians in playing music. In DT, pupils will plan and cook meals from and understand the importance of food hygiene. Pupils will work to use the rules of food hygiene when cooking meals from different cultures.
	Functional <u>SEMH; Staying Safe Staying well PSHE RSE RE My Friends My Community Special Days and Cultural Days</u> In PSHE, pupils will work to understand their personal needs, wants and the importance of family relationships and friendships. Pupils will take more responsibility in managing their own hygiene through daily routines, supported by familiar adults. In RE, pupils will learn why scriptures are meaningful for people who are part of religious communities and how to support community commitment. <u>Cognition and Learning; Senses Problem Solving Key Skills Life Skills/ Preparation for adulthood Mathematics Science Computing & ESafety My Work</u> In numeracy, pupils will apply their knowledge of numeracy concepts in real life contexts such as using money in a shop at school and in the community. Pupils will begin to understand time and simple recording. Pupils will continue to develop their numeracy knowledge through the White Rose Maths and Numicon schemes. In science, pupils will learn about the human digestive system and material reactions through cause and effect. In computing pupils will operate devices safely and create graphs using iPad software. <u>Communication and Interaction; Speaking Listening Reading Writing Humanities (History Geography) MFL My Work My Home</u> In Literacy, pupils will continue to use the Read Write Inc Fresh Start and See & Learn scheme to build their independent communication skills. Pupils will work towards expressing ideas using simple sentences through colourful semantics. In MFL, Pupils will learn key Italian words for feelings and people and learn how to express preferences in Italian. In History pupils will learn why it is important to create their own routines as they have grown older and what routines adults helped them to complete when they were younger. In Geography, pupils will explore places in our local area that are familiar then reflect on how they are the same or different from similar places in other countries. <u>PSM; Senses Problem Solving Key Skills Life Skills/ Preparation for adulthood PE Art Music DT My Health My Creativity My Challenge</u> In DT, pupils will measure food as they follow recipes to serve meals to their peers whilst following hygiene routines and rules more independently. In Art, pupils will express identity through learning about famous artists work. In Music, pupils will follow rhythms to use instruments to perform live and explore genres and emotions that music makes us feel. In PE, pupils will develop their own fitness and movement routines to understand the importance of keeping our bodies healthy. Pupils will work to carry out independent hygiene routines. <u>ASDAN (Transition Challenge, Towards Independence)</u> Pupils will be working on Transition Challenge and Transition Challenge Sensory.

3 rd YEAR OF A THREE YEAR CYCLE		Autumn A	Autumn B	Spring A	Spring B	Summer
CLASS THEME TITLES & OVERACHING BIG QUESTIONS	Red Theme	LOCAL BUILDINGS	SHOPPING	MATERIALS & TEXTURES	HUMAN RIGHTS (Entitlements)	LIGHT, COLOUR & SHAPE
	BQ	What are our buildings made from?	How can I shop?	What are the properties of materials? What are they good for?	What are we entitled to?	What do lights, colours and shapes mean when out and about?
	Suggested examples of Creative Progressive Learning Activities across Subjects/ EHCP Areas					

		• To know what buildings are and where we can complete different forms of exercise. • To explore different materials used in buildings and to know why substances change. • To know key features and purposes of buildings. • To know buildings and landmarks in Italy. • To explore how the world was created for the focus religions. • To know how to design a building and use malleable materials to create a model. • To know and experience songs that have a structure. • To know that buildings use decorations to match to their purpose. • To know how to use simple tactics in sports.	• To know how to test the properties most suitable for a shopping bag. • To know how to use technology to follow directions and to shop for products online. • To know what money system is used in Italy. • To know how we can develop by setting our own goals. • To know what it means to make good and bad choices in focus religions. • To work in collaboration to create their own product label • To know that world music uses different instruments. • To recognise local shops and build a model to replicate how they look. • To experience an inter-cluster or inter-school tournament.	• To know and test what materials are best to use to make a den for outdoor use. • To know and sort natural and human-made materials that are suitable for recycling. • To know how to describe materials and textures in Italian. • To know what can help us feel calm when we are feeling sad. • To know where you can find religious symbols in focus religions. • To research and design their own garden project. • To know that different instruments produce different sounds. • To know what materials to use in a design for garden furniture for durability. • To play a team sports game outdoors and indoors.	• To know how to collect water from nature. • To know what war, conflict and peace are. • To know how to make basic requests in Italian. • To know what different relationships we have within our families and friendships. • To know why focus religions take part in pilgrimages. • To know the importance of artists, work about protests and create their own art using malleable materials. • To know that songs in history have been written to support protests. • To observe how people enrich their lives and know why this is important. • To experience dance and gymnastics.	• To know that there are different sources of light that can be manmade and natural. • To know why some buildings are so colourful. • To know the colours of the Italian flag. • To know important celebrations for focus religions. • To know how to capture an image using a camera. • To know that it is okay to like or not like a piece of music. • To know some historical and current pioneering engineers' names and work. • To know how to solve problems as a team during sports games.
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