



RED THEMED MAP 2025 - 2026

Class; TULIPS Main Learning Style; STRUCTURED Teacher: RACHEL CARTWRIGHT	
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 - Small groups - Communication through photos, 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	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 keep ourselves 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. Cognition and Learning; Senses Problem Solving Key Skills Life Skills Pupils will learn number, using and applying 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. Communication and Interaction; Communication 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. PSM; Personal Development Self -regulation
Structured - TEACCH / Individual Workstations - Spacious calm environment - Easy access to calming / reflection spaces - Easy access to calming / sensory resources - Visual Timetables - 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

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

SEMH; Staying Safe Staying well (PSHE RSE RE)

Pupils will explore and practise personal self-care within the school day. Accessing their own personal self-care bag to support with apply deodorant, brushing hair and showering. Pupils will have the opportunity to practise these skills independently. Pupils to build social skills within the class environment by developing relationships with peers, turn taking activities and sharing the communal space. Pupils will begin to understand the changes that occur to their body, the differences and similarities, relationships that people have, learning wellbeing strategies and what we need to stay healthy and well. Pupils will engage in RSE learning to support their understanding of the changes occurring as they become young adults. Pupils will also be exploring and learning about the world around them, learning about and engaging in different cultures and beliefs, knowing that their actions can have an impact on others be it negative or positive. Knowing and understanding key beliefs and symbols of different religions and understand how this will help us to understand how to live in such a diverse world. c Pupils will explore and practise personal self-care within the school day. Accessing their own personal self-care bag to support with apply deodorant, brushing hair and showering. Pupils will have the opportunity to practise these skills independently. Pupils to build social skills within the class environment by developing relationships with peers, turn taking activities and sharing the communal space. Pupils will begin to understand the changes that occur to their body, the differences and similarities, relationships that people have, learning wellbeing strategies and what we need to stay healthy and well . Pupils will engage in RSE learning to support their understanding of the changes occurring as they become young adults. Pupils will also be exploring and learning about the world around them, learning about and engaging in different cultures and beliefs, knowing that their actions can have an impact on others be it negative or positive. Knowing and understanding key beliefs and symbols of different religions and understand how this will help us to understand how to live in such a diverse world. Creating a schedule for each day of the week which will incorporate a period of rest. Students will continue to understand what Religion means and understand and recognise the different symbols. Taking part in a journey and the local environment and express their preference for different events and celebrations.

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

Pupils will be focusing on their number skills throughout the year and applying these skills to problem solving tasks. Pupils will be playing a variety of number games, developing counting skills in a range of contexts. We will then extend these skills into life skills within the classroom environment. For example; pupils will be counting different amounts of peers and laying the table correctly, making drinks for peers, getting stationary ready for learning. Science topics will be covered through practical methods, children will participate in planning and completing different activities that will involve making observations, communicating their findings, knowing the impact of certain procedures and developing the know how to record and compare results. Pupils will have access to iPads, laptops, and the interactive whiteboard. During our ICT lessons, pupils will be learning new skills such as mark making on the whiteboard, keyboard and learn how to program a Beebot and thinking about how to avoid obstacles using prepositional language.

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

Pupils will be following the RWI (read, write inc) programme, See and Learn programme or sensory stories. Pupils will be practising their reading, writing, speaking, listening and comprehension skills. Pupils will be learning the set sounds and applying these skills daily, pupils will be completing both practical and worksheet-based work to consolidate this knowledge. MFL will be covered throughout the year, with opportunities to explore Italian food, culture, language and celebrations with cross curricula opportunities.

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

Throughout the year pupils will explore and build understanding of emotions of themselves and peers and be able to identify their feelings using the class emotion board. Pupils will be exploring a range of emotions, through pictures, games, and modelling. 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 many more physical activities. 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. Pupils will begin to understand the structure of songs and recognise the difference between live and recorded music that is produced by people who, including the understanding of what/who a composer is. During Art sessions Pupils will be able to gain confidence in choosing the best media for their creation, researching through History, creating 3d models and developing their sketching techniques. Alongside all this pupils will be able to use simple ICT to create digital images in the form of photographs. Geography will give pupils the opportunity to explore the world around them, being able to order events that are important to them, understanding the world has hemispheres, have a better

understanding of developing countries and how these compare to our surroundings and the inclusive Britain that we live in and explore and develop their understanding of maps.

Formal

SEMH; Staying Safe Staying well PSHE RSE RE

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Cognition and Learning; Senses Problem Solving Key Skills Life Skills/ Preparation for adulthood Mathematics Science Computing & ESafety DT

Pupils will be taught using and applying throughout the year, focusing on numbers, and applying them to a range of contexts e.g., shape and time. We will then extend these skills into life skills within the classroom environment. For example; pupils will be counting different amounts of peers and laying the table correctly, making drinks for peers, getting stationary ready for learning. Science topics will be covered through practical methods, pupils will participate in recording experiments in the appropriate format and evaluating their findings. knowing the impact of certain procedures on different materials and having the ability to record and compare results in some detail. Pupils will have access to iPads and laptops during our ICT lessons, pupils will be learning new skills such as typing, navigating around the laptop/IPAD, and learn how to program a Beebot and thinking about how to avoid obstacles using prepositional language.

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

Pupils will be following the RWI (read, write inc) programme, See and Learn programme or sensory stories. Pupils will be practising their reading, writing, speaking, listening and comprehension skills. Pupils will be learning the set sounds and applying these skills daily, pupils will be completing both practical and worksheet-based work to consolidate this knowledge. MFL will be covered throughout the year, with opportunities to explore Italian food, culture, language and celebrations with cross curricula opportunities.

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3 rd YEAR OF A THREE YEAR CYCLE		Autumn A	Autumn B	Spring A	Spring B	Summer A
CLASS THEME TITLES & OVERARCHING 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?
		- This year students will be encouraged to respond to familiar people, events and objects. They will be encouraged to react to new activities and experiences, show an interest in people and events, responding to different stimuli and exploration with support. - Through History and Geography Students will explore human features of areas such as town, city, village, farm etc...exploring the different features and expressing a preference. Students will begin to recognise different buildings and visit local areas. They will have opportunities to explore natural and man made materials, recognising differences and thinking about how materials are recycled.	- In D&T Students will look at buildings, their purpose, colour, access including local shops and their logos, the materials used and their likes and dislikes. Students will recognise safe places that they can visit. - In MFL students will begin to understand people speak in different languages and show an understanding of how we communicate. Students will have opportunities to explore Italian culture, food and lifestyle. Students will explore school and compare to those in Italy.	- In science Students will explore materials using their senses, recognising and observing the properties of materials such as hard and soft. Students will also explore the properties of animal properties, growing food and recognising what plants need and different sources of light - In Science Students will explore different substances and know how they can be combined and changed. They will explore the properties of materials that will be needed to make a bag. Students will know the properties of materials and animal habitats, knowing the differences and the conditions needed to survive. There will be opportunities to grow and nurture plants and explore the uses of natural and man made light.	- In Music students will have opportunities to experience music including world music classical music and music inspired by architecture. Have opportunities to explore and use their voice. - Pupils will create a fact sheet to display what they have learnt about a chosen famous person who was active in human rights movements. - Students will study the work, 'The Way of Human Rights by Dani Karavan' with opportunities to share their views and develop their own piece of work.	- In Art the students will design buildings, labels, look at different architectural design and use cameras purposefully. - In Art Students will be designing dream rooms and creating models of how rooms would look, They will give opinions and show their preferences, gather opinions from others and adapt their ideas. They will have opportunities to explore and experiment with different colours and fonts, recognising different iconic labels, and again show a preference, getting marketing research and adapting ideas after feedback from others. - Students will research different media and use tools with support. They will test the durability and suitability of materials for the purpose of their design. Students will gain an awareness to explore different artists and sculptors, show a preference for a preferred artist and have opportunities to feel the malleable materials beneath their fingers to create a piece of sculptor using tools and body parts. Finally there will be opportunities to take photographs, edit and copy known artists communicating their preferences and say why.