



ORANGE THEMED MAP 2025 - 2026

Class; Marigolds		Main Learning Style; Structured	Teacher: Hope Perry and Katrina Evans
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 • Small groups • Communication through photos, symbols, pictures, words, PECS book • Colourful semantics - sentence building • Role play sessions		SEMH; Staying Safe Staying well Pupils will be learning all about staying safe and well throughout the year. Pupils will be completing sensory based practical activities, teaching them the skills they will need to look after themselves and stay safe. Practical activities will include exploring personal care resources e.g., soap, deodorant and mirrors using their senses. Pupils will be encouraged to be as independent as possible during all activities. Cognition and Learning; Senses Problem Solving Key Skills Life Skills Number and applying will be taught throughout the year, pupils will be engaging with number songs and using props to support their learning. Practical numeracy will be taught daily, and pupils will practise their functional skills, leading to them becoming more independent in day-to-day tasks. Pupils will then apply these cognition skills to problem solving, completing different tasks to widen their learning. Communication and Interaction; Communication Pupils will be focusing on their preferred communication strategy, applying this skill daily to communicate their wants and needs independently. Pupil will complete regular choice making using gestures, communication aids and choice boards, encouraging pupils to communicate what they would like to choose. Communication games will be played regularly, encouraging speech, and working on turn taking skills. PSM; Personal Development Self -regulation Pupils will be learning all about themselves and their emotions. Pupils will participate in regular intensive interaction, supporting their communication and social skills. Pupils will then be introduced to a range of strategies to manage and regulate their own emotions, leading to them becoming independent with this skill.	
		Semi-formal	
		SEMH; Staying Safe Staying well (PSHE RSE RE)	

- 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
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 have their own personal care bags to explore daily, children will be looking through the different items in their bag and using them with the support of an adult. Throughout the year we will be focusing on the pupil's social skills, pupils will be participating in a range of activities teaching them the skills of sharing and turn taking. Pupils will also be exploring the world around them, looking into different cultures and religions. Cognition and Learning; Senses Problem Solving Key Skills Life Skills (Mathematics Science Computing & E-Safety) Pupils will be focusing on their number skills throughout the year and applying these skills to problem solving tasks. Pupils will be using a range of resources to support their learning e.g. Numicon. Pupils will be playing a variety of number games, teaching them counting skills in a range of contexts. Science topics will be covered through practical methods, children will participate in planning and completing different activities. 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 typing skills. Communication and Interaction; Communication (Speaking Listening Reading, Writing Humanities (History Geography) MFL) Throughout the year pupils will be following a range of programmes in order to support their learning, pupils will be practising their reading, writing, speaking, listening and comprehension skills. Pupil's will be following different programmes to support their learning e.g. Read Write Inc and See and Learn. 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. Geography & History will give pupils the opportunity to explore and remember key features of the world around them, past and present, focusing on a small scale and then expanding this. MFL will be covered throughout the year, focusing on Span. PSM; Personal Development Self -regulation (PE Art Music DT) Pupils will be learning all about feelings and emotions throughout the year. Pupils will be exploring a range of emotions, through pictures, games, and modelling. We will practise a range of strategies to manage and regulate emotions, leading to pupils applying these skills independently. Creativity will be taught throughout the year; pupils will have access to a range of art and music resources. Pupils will participate in a range of fine and gross motor activities, pupils will have access to different PE equipment, bikes and swimming.	
Formal SEMH; Staying Safe Staying well PSHE RSE RE Pupils will be exploring and accessing their own personal care routine e.g., hair brushing, deodorant. Pupils will have access to their own personal care bag, and they will have the opportunity to practise these skills independently. Pupils will be building relationships with the pupils in their class, participating in turn taking and sharing activities. Pupils will also be exploring the world around them, looking into different cultures and religions. Cognition and Learning; Senses Problem Solving Key Skills Life Skills/ Preparation for adulthood Mathematics Science Computing & ESafety 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 continue to work on these cognition skills, applying them to functional activities. An example of this skill is, pupils will be counting different amounts of peers and laying the table correctly, matching the number of people they counted. Science topics will be covered through practical methods, children will participate in planning and completing different activities. 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 working on different programmes. Communication and Interaction; Communication Speaking Listening Reading Writing Humanities (History Geography) Pupils will be following the RWI (read, write inc) programme. They will be learning the set sounds and applying these skills through blending and speaking/listening tasks. Pupils will have opportunities to practise their writing skills, through comprehension tasks on a regular basis. Geography & History will give pupils the opportunity to explore the world around them, past and present, focusing on a small scale and then expanding this. MFL will be covered throughout the year, focusing on Span. PSM; Personal Development Self -regulation PE Art Music DT Throughout the year pupils will be completing a range of emotions work, exploring the different emotions and why you may be feeling a certain emotion. 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, ballpark, multi gym 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. Pupils will be creating their own artwork, using different techniques and resources throughout the year. DT will give pupils the opportunity to create a range of projects applying their functional skills.	

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					
		- Recognise local buildings in my community. - Recognise key buildings personal to me (i.e. home, school) - Recognise different establishments and their use (i.e. food, clothes, bakery) - Navigate around school confidently. - Different places we visit in school - Where do we go outside of school? - Your favourite place to visit? - Recognise that buildings have been designed. - Know that projects are planned - Know that buildings have different functions. - Know what an architect is.	- Where do we get specific items from? - Where do we buy our food shopping? - What money do we need to know to buy items? - Time/money -Begin to use language linked with times and events in the day e.g. breakfast – beginning of the day/morning, bedtime – night-time Show understanding of what is happening now and what will happen next. - Know how to complete simple tests - Know how to identify purposes of materials	- Different materials to explore - How can we make changes to material? - Recognise representations of some familiar numbers. - Know that some materials are sturdy/ allow light to pass through - Know why Perspex / acrylic is good for greenhouses - Know best materials for different purposes - Know how to press / activate a space bar - Know what a font is - Know how to change font - Know how to change size / colour of a font	- What are my beliefs? - What are values and beliefs? - What affects do these have on my life? - Are we all the same or different? - Tally, sort Vote Graph, block graph, pictogram - Know what is needed to keep animals safe - Know where animals and plants can find water - Know how to collect water - Know that you have a voice. - Know that different geographical regions have different rules and laws. - Know what rules and laws are. - Know that cultural differences are good. - Know we can learn from the ideologies of others.	- Know what natural and manmade light is. - Know how the solar system works to produce light. - Know primary and secondary colours and how they mix. - What do I need? Why? - How can I help my friends? - What do my friends need? - How do I stay healthy? - What do I need to stay healthy? - Number: Counting, place value, addition, subtraction, multiplication, and division. - Fractions: Understanding halves and quarters. - Measurement: Learning about length, weight, volume, time, and money. - Know that there are different light sources - Know what a shadow is - Know that some objects are opaque - Know what a reflection is