



PURPLE THEMED MAP 2025 - 2026

Class: Cedar **Main Learning Style: Focused/Functional** **Teacher: Jasmine Page**

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

Focused

- Small groups
- Communication through photos, symbols, pictures, words, PECS book, Makaton signs
- Mutli Sensory Opportunities
- Colourful semantics - sentence building
- Role play sessions

Pathways – Examples of What will be Delivered

Pre-formal

Social, Emotional and Mental Health

Staying Safe and Well – personal hygiene routines, well-being activities, exploring tactile safety symbols

Staying safe out in the community, recognising safe adults, my friends, my community, social skills,

communication with others, tolerating sharing spaces, exploring emotions, personal stories

Exploring the world now and then through senses

Exploring right and wrong, impact of religion on life, exploring relationships, respect, experiencing community cohesion, exploring traditions

Special Days and Cultural Days – celebrating key events, festivals, British Values

Cognition and Learning

Senses – exploration, sensory play, messy play, textures, smells, sight, touch, sounds

- 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
- Spacious calm environment
- Easy access to calming / reflection spaces
- Easy access to calming / sensory resources
- Visual Timetables
- 1:1 focused activities
- Full body exploration
- Functional and life skills - encouraging independence
- Strong opportunities to build independence

Problem Solving – cause and effect, reaching a shared goal, finding solutions together

Key Skills – communicating preferences, wants and needs through communication strategies

Life Skills/ Preparation for adulthood – developing independence, beginning to care for our own belongings, navigating the world with increased independence

Exchanging money, functional number, maths in the kitchen, experiencing and recognising different times in the day

Dangers in the community e.g. electricity, how to keep healthy, recycling and materials

Computing & E-Safety – investigate ways of collecting data, navigating apps/internet with increased independence

Communication and Interaction

Communication/Speaking – total communication approach, developing personal communication strategies, communicating to a range of listeners, making wants, needs and preferences known through reaching, vocalisations, making choices using physical objects/photographs, intensive interaction

Listening – following instructions, exploring different sounds, listening to books, poetry, music, noticing different sounds in the environment

Reading – individual reading targets, sensory stories, tactile books, functional reading e.g. menus, recipes, instructions, exploring signs and symbols in the community, exploring stories from around the world

Making functional products, food technology, food exploration, exploring properties of different materials through senses

Purposeful mark making, building fine motor skills, creating personal books

My Work + My Home – experiencing activities to increase independence at work and home e.g. cooking, cleaning, tidying

Physical and Sensory

Personal Development – exploring different feelings, regulating emotions, personal stories

Self-regulation – sensory snacks, developing key life skills, preparation for adulthood, regulating feelings and develop strategies

Physical fitness, locomotion, stability and object control, understanding how to keep healthy, dance, games, teamwork, gross motor skills

My Creativity (Art + Music) – exploring artists and different mediums, making sculptures out of recycled materials, exploring a range of colours and textures, exploring different instruments, world music, listening to and creating warning sounds, exploring likes and dislikes, sing and sign, junk band, experiencing a range of musical genres

Exploring the world around us, litter picking and caring for our environment, investigating and experiencing weather changes

My Health – personal hygiene routines, well-being activities

Pupil – led snack – individual eating/lunchtime targets, building independence

ASDAN

Transition Challenge Sensory – two-year project

Towards Independence Sensory modules: Myself and Others, Creativity, Multisensory Experiments

Semi-formal / Functional

Social, Emotional and Mental Health

Staying Safe and Well – personal hygiene routines with increased independence, well-being activities, exploring safety symbols in school and in the community, road safety, bike safety

PSHE and RSE – staying safe out in the community, recognising safe adults, my friends, my community, social skills, communication with others, recognising emotions, personal stories, personal safety, know how to ask for help, know the people who can help us, recognising emotions, recognising feelings of others and respond appropriately

RE – understanding of right and wrong, impact of religion on life, exploring relationships, respect, community cohesion, exploring traditions from different religions.

Special Days and Cultural Days – celebrating key events, festivals, British Values, planning events

Cognition and Learning

Senses – exploration, sensory play, messy play, textures, smells, sight, touch, sounds, recognising senses, communicating likes and dislikes

Problem Solving – reaching a shared goal, finding solutions with independence, trial and error, perseverance

Key Skills – communicating preferences, wants and needs to a range of listeners

Life Skills/ Preparation for adulthood – developing independence, taking ownership of our own belongings, navigating the world with independence

Mathematics – White Rose Maths, Numicon, working with money, functional number, maths in the kitchen, distances, temperatures, time, counting, making one and lots, working at the school shop, problem solving, weighing and measuring, scale and size

Science – dangers in the community e.g. electricity, how to keep healthy, where does our food come from? recycling and materials

Computing & E-Safety – ways of collecting data, how to keep personal information safe, navigating apps/internet, understanding how to stay safe online and how to ask for help working with a safe adult, exploring and learning how to search the web safely, researching healthy eating, leisure activities, events and how to look after things, communicating likes and dislikes on the internet with websites, games and other apps

Communication and Interaction

Communication/Speaking – developing personal communication strategies, communicating to a range of listeners, making wants, needs and preferences known, Makaton, photographs, personalised communication aids, total communication approach, PECS, using appropriate greetings, know how to communicate with familiar and less familiar people.

Reading – Read Write Inc, See and Learn, colourful semantics, functional reading, recipes, instructions, menus, reading and recognising signs and symbols in the community, exploring stories from around the world, creating our own stories

Listening – following verbal instructions, exploring different sounds, listening to books, poetry, music, making sounds, exploring sounds in the environment, listening and speaking in conversations, turn taking
Writing – fine motor skills, overwriting, underwriting, recording personal information, creating personal books, functional writing for a purpose
History – exploring the world now and then
Geography – explore the world around us, litter picking and caring for our environment, weather changes, recognising the local area and community, exploring the area we live in

Physical and Sensory

Personal Development – exploring different feelings, regulating emotions

Self-regulation – problem solving, key life skills, preparation for adulthood, regulating feelings and developing strategies to manage emotions, taking increased ownership of sensory snacks

PE – locomotion, stability and object control, understanding how to keep healthy, dance, games, teamwork, gross motor skills, following instructions, physical fitness, working together, celebrating success and learning to deal with losing

My Creativity (Art + Music) – creating posters about safety, exploring artists, making sculptures out of recycled materials, exploring different media, exploring colours and textures, world music, creating warning sounds, exploring likes and dislikes, sing and sign, junk band, creating for a purpose, exploring preferences

My Health – personal hygiene routines, well-being activities, learning how to look after our bodies

Pupil – led snack – individual eating/lunchtime targets, increasing independence

DT – making functional products, food technology, exploring properties of different materials

ASDAN

Transition Challenge Induction – two-year project

Towards Independence Induction modules: Popular Culture, Making Pictures, Craft Making

Formal / Functional

Social, Emotional and Mental Health

Staying Safe and Well – taking ownership of own personal hygiene routines, well-being activities, exploring safety symbols in school and out in the community, road safety, bike safety, noticing hazards in our environment

PSHE and RSE – staying safe whilst out in the community, recognising safe adults, my friends, my community, developing social skills and cues, appropriate communication with others, recognising emotions, personal stories, personal safety, know how to ask for help, know the people who can help us, recognising a range of emotions, recognising feelings of others and responding appropriately

RE – understanding of right and wrong, exploring the impact of religion on life, considering what is important to us, exploring and comparing relationships, understanding respect, developing community cohesion, exploring traditions from different religions.

Special Days and Cultural Days – celebrating key events, festivals, British Values, planning and leading events

Cognition and Learning

Senses – exploration, sensory play, messy play, textures, smells, sight, touch, sounds, recognising senses

Problem Solving – planning and reaching a shared goal, finding independent solutions, remembering responses, persisting until task completion

Key Skills – communicating preferences, wants and needs using a range of communication strategies

Life Skills/ Preparation for adulthood – developing independence, taking ownership for our own belongings and work areas, navigating the world with independence

Mathematics – White Rose Maths, Numicon, working with money, money handling for different purposes, functional number, maths in the kitchen, distances, temperatures, time, counting, making one and lots, shapes in the community, working at the school shop, problem solving, weighing and measuring, scale and size for functional purposes

Science – identifying dangers in the community e.g. electricity, and exploring how we can keep ourselves safe, exploring how to keep healthy, comparing and investigating habitats

Computing & E-Safety – identifying ways of collecting data, exploring how to keep personal information safe, navigating apps/internet with increased independence, understanding how to stay safe online and how to ask for help working with a safe adult, exploring and learning how to search the web safely, researching healthy eating, leisure activities, events and how to look after things, communicating likes and dislikes on the internet with websites, games and other apps

Reading – RWI, colourful semantics, functional reading, recipes, instructions, menus, reading and recognising signs and symbols in the community, exploring stories from around the world

DT – making functional products, food technology, exploring properties of different materials

Communication and Interaction

Communication/Speaking – developing personal communication strategies, communicating to a range of listeners, making wants, needs and preferences known, Makaton, photographs, personalised communication aids, total communication approach, PECS, using appropriate greetings, know how to communicate with familiar and less familiar people

Listening – following verbal instructions, exploring different sounds, listening to books, poetry, music, making sounds, exploring sounds in the environment, listening and speaking in conversations, turn taking

Writing – fine motor skills, overwriting, underwriting, recording personal information, creating personal books, functional writing for a purpose

History – investigating and comparing the world now and then

Geography – exploring the world around us, litter picking and caring for our environment, weather changes, recognising the local area and community, exploring and comparing the area we live in

Physical and Sensory

Personal Development – exploring different feelings, regulating emotions

Self-regulation – independent problem solving, key life skills, preparation for adulthood, regulating feelings and developing strategies to manage emotions

PE – locomotion, stability and object control, understanding how to keep healthy, dance, team games, teamwork, gross motor skills, following instructions, physical fitness, working together, celebrating success and learning to deal with losing

My Creativity (Art + Music) – creating posters about safety, exploring a range of artists, making sculptures out of recycled materials, exploring different media, exploring colours and textures, world music, school choir, sing and sign, junk band, creating for a specific purpose, exploring preferences, taking a lead

My Health – personal hygiene routines, well-being activities, learning how to look after our bodies

Pupil – led snack – individual eating/lunchtime targets, independence ASDAN Transition Challenge Induction – two-year project Towards Independence Induction modules: Popular Culture, Making Pictures, Craft Making
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5 th YEAR OF A FIVE-YEAR CYCLE		Autumn	Spring	Summer
CLASS THEME	Purple Themes	POPULATION AND INHABITANTS	MATERIALS IN MY SURROUNDINGS	THE PLANETS
TITLES & OVERARCHING BIG QUESTIONS	Big Questions	Who lives where?	Which materials are best to use? Why?	Why study the planets (including earth)?
		Suggested examples of Creative Progressive Learning Activities across Subjects / EHCP Areas		
		• Social, Emotional and Mental Health PSHE - How do we treat all people with kindness and respect? RE - What traditions do different religions follow? • Cognition and Learning Numeracy - To explore and identify shapes in the environment, can we identify and describe the properties of 2D shapes? Science - To compare habitats and know how environmental changes can impact habitats. Computing - To collect and save information, how can we use this information to improve decisions for events? • Communication and Interaction Literacy - Can I read stories based around population and inhabitant issues?	• Social, Emotional and Mental Health PSHE - What number do we call in an emergency? RE - How can you show respect to everyone? • Cognition and Learning Numeracy – To explore money handling and exchange. Can we explore time and sequencing of events? Science – To identify, explore and sort a range of materials and investigate their purposes. Explore man-made and natural materials. Computing – To explore online safety and how to navigate technology appropriately to help us. • Communication and Interaction Literacy - Can I explore and produce a dictionary of scientific words related to materials? Geography/History - Can I label materials within my environment?	• Social, Emotional and Mental Health PSHE - What job would you like to do in the future? RE - What is important in your life? • Cognition and Learning Numeracy – Exploring number for functional purposes. Can we add, subtract and create groups in practical situations? Science – To explore the sky and planets Computing – How can we use technology to research for specific information? • Communication and Interaction Literacy – Can I read and explore texts linked to planet/space topics? Geography/History – To explore planet earth and the history of space exploration. • Physical and Sensory Art - What is an artistic study?

		Geography/History - Can I explore and research the history of a country outside of the UK? • Physical and Sensory Art - What does it mean to be 'inspired' by culture? Music - What is a National Anthem used for? PE - Why are International Games like the Olympics so important? DT - What is a population in terms of wildlife? (Avian population of pigeons)	• Physical and Sensory Art – To explore and communicate preferences in application of art. Music – To explore how music can be used in different contexts and understand that people can like different types. PE – To explore and take part in team games. How do we keep safe when taking part in physical activity? DT – To explore how materials are used to design and create places for different purposes.	Music - In what ways are famous orchestral pieces shared with others? PE - How are you a fair player? DT - Why is it important to be sustainable?
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