



Green Park School

Themed Map 2024-2025

Class: Beech

Learning Style: Focused/ Functional

Teacher: Mrs Whitehouse and Miss McCardle

Classes are likely to deliver to more than one learning style within their group. Teachers will have identified either as Sensory, Focused or Structured as their main Learning Style. They will share how differentiated 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.

Examples of what will be delivered.



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Main Learning Style- Examples of How Learning will be Delivered.

Focused

- Small groups
- Communication through photographs, symbols, pictures, words, PECS book
- Multi-sensory opportunities
- Colourful semantics - sentence building
- Role play sessions
- Social interaction within peers
- Designated areas
- Strong opportunities to develop independence.
- Exploration area - awe and wonder
- Functional and life skills - encouraging independence
- Makaton Signs symbols
Attention Autism Intensive
Interaction PECS

Semi-formal / Functional

Social, Emotional and Mental Health

- **Staying Safe and Well** – Grow in independence when initiating & completing personal hygiene routines – scaffolded with less adult support and guidance; actively initiate well-being activities, exploring safety symbols in school and in the community, road safety, bike safety, learn about crossings in the community and how to use them safely.
- **PSHE and RSE** – staying safe out in the community, greeting known adults, recognising safe adults, my friends, new 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, know when and how to regulate emotions and moods.
- **RE** – understanding of right and wrong, impact of religion on life, understanding that some people have no religion, exploring healthy relationships, respect for selves and others, community cohesion, exploring traditions from different religions and those who are not religious.
- **Special Days and Cultural Days** – celebrating key events, festivals, British Values, planning events, leading events, inviting others to events, preparing food, drinks, invitations, music, art for events.

Cognition and Learning

- **Senses** – exploration, sensory activities, messy activities, textures, smells, sight, touch, sounds, recognising senses being used.
- **Problem Solving** – cause and effect for functional activities reaching a shared goal, finding solutions as individuals and as part of a team.
- **Key Skills** – effectively and accurately communicating necessary information, preferences, wants and needs.
- **Life Skills/ Preparation for adulthood** – developing independence, caring for our own belongings, navigating the world with independence, deciding on next steps when developing life skills.
- **Mathematics** – 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, using time.
- **Science** – dangers in the community e.g. electricity, how to keep healthy, where does our food come from? Recycling and materials, importance of water and how to preserve it.



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| <ul style="list-style-type: none"> • Easy access to calming / sensory resources / reflection spaces • Visual Timetables | <ul style="list-style-type: none"> • 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, safe use of IT for leisure <p>Communication and Interaction</p> <ul style="list-style-type: none"> • 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, use communication aids / strategies within and beyond school. • Reading – colourful semantics, functional reading, recipes, instructions, menus, decoding / Fresh Start (RWI) reading and recognising signs and symbols in the community, exploring stories from around the world. • 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, recognising sounds in the environment and beyond. • Writing – fine motor skills, overwriting, underwriting, recording personal information, creating personal books, functional writing for a purpose. • History – exploring the world now and then, develop an understanding of own history. • 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, navigating new spaces beyond school. <p>Physical and Sensory</p> <ul style="list-style-type: none"> • Personal Development – exploring different feelings, identifying emotions, regulating emotions. • Self-regulation – problem solving, key life skills, preparation for adulthood, regulating feelings and developing effective strategies to manage emotions. • PE – locomotion, stability, and object control, understanding how to keep healthy, dance, game skills, teamwork, leading teams, gross motor skills, following instructions, physical fitness, working together, celebrating success, and learning to deal with losing. |
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| | <ul style="list-style-type: none"> • 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, creating / composing work for a purpose. • My Health – personal hygiene routines, well-being activities, learning how to look after our bodies, know the effect of food, drink, exercise etc on the body. • Pupil – led snack – individual eating targets, increasing independence, making healthy choices. • DT – safely making functional products, food technology, exploring properties of different materials, use materials for purposes that match their properties. |
| | Accreditation <ul style="list-style-type: none"> • ASDAN • Transition Challenge Sensory – two-year project. • Towards Independence • PPU (where relevant) |

CLASS THEME TITLES & OVERARCHING BIG QUESTIONS

4th Year of a 5-year cycle.

| Autumn | Spring | Summer |
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| ENERGY AND POWER Where does energy come from? | GROWTH AND CHANGES How do living things change and grow? | LIFE IN THE ENVIRONMENT What can we learn from our environment? |

Suggested examples of Creative Progressive Learning Activities across Subjects/ EHCP Areas

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| <ul style="list-style-type: none"> • SEMH PSHE – How do we keep ourselves safe? Using functional objects safely. How to take care of our bodies. RE – How was the world created according to different religions? • Cognition and Learning | <ul style="list-style-type: none"> • SEMH PSHE – explore how we can manage emotions. RE – experience celebrations and explore special occasions – plan for special occasions - identify what makes occasions special. • Cognition and Learning | <ul style="list-style-type: none"> • SEMH PSHE – show compassion for living things, explore responsibilities and how our choices can affect the environment around us in different ways. RE – exploring traditions, viewpoints, and diversity |
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| <p>Computing and E-Safety – Can I use technology to identify and make an eBook to explain where energy comes from? Science – What are forces? What is nutrition? Functional Maths – Can you use correct mathematical signs and symbols? Money, measures.</p> <ul style="list-style-type: none"> • Communication and Interaction Functional Literacy – Where can I find information about energy? Functional reading and writing. Planning events. History/Geography – What energy can we get from coastlines? Countries, changes • Physical and Sensory Art – How to interpret hazards through Art? Drawing for specific purposes Music – How do we use energy to create big sounds? Dynamics PE – How do we maintain energy to play team sports? DT – What appliances/ utensils do I need to create a seasonal and healthy meal? | <p>Computing and E-Safety – communicating preferences, listening, and using audio equipment. Science – learning about physical changes experiences in puberty, explore nutrition and what humans, plants and animals need to remain healthy – how humans and plants change. Functional Maths – shape, measure, time, comparing, describing, and solving practical problems.</p> <ul style="list-style-type: none"> • Communication and Interaction Functional Literacy – communicating events, planning events, ask and answer questions using preferred communication strategies. History/Geography – to explore different bodies of water and how they change over time, everyday water usage, plants within the environment. • Physical and Sensory Art – experiment communicating ideas through art and drawings, using art for range of purposes for special events. PE – explore the importance of warming up and begin to follow simple rules of games – initiate movement / physical literacy during the day. DT – explore the process of planning for a project and making predictions with more independence. | <ul style="list-style-type: none"> • Cognition and Learning Computing and E-Safety – follow simple one-step directions, collecting and storing data safely. Science – exploring electricity and how to use functional appliances safely. Functional Maths – use maths knowledge to monitor takings for shop, car boot etc, measure, money, and time. • Communication and Interaction Functional Literacy – to begin to communicate to a different people for different purposes. History/Geography – to explore environmental changes, impact of engineers on everyday life, identify female engineers. • Physical and Sensory Art – explore differences between portrait, landscape, 3D and 2D art works. Music – explore a range of electronic / manual, tuned and untuned instruments to create different sounds. PE – initiate activity, collect and identify equipment needed, explore personal hygiene how to look after our bodies after exercise. DT – explore favourite areas in and around school, know how to use tools safely. |
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