



## Green Park School

### Themed Map 2024-2025

**Class: Roses**

**Learning Style: Sensory**

**Teacher: Mrs Trusselle**

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.

#### Sensory

- 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

### Pre-formal

#### SEMH; Staying Safe Staying well.

Know who is a safe stranger- nurses, teachers passenger assistants etc, know we belong to a family and have friends that we can trust, using kind hands, sharing our personal space with familiar adults and peers exploring staying safe in different situations. Making choices.

Lifelong Learning - Be confident with self-care routines and communication techniques associated with these i.e. TaSSeLs alert, feed, peg/ng feed, wipe face sign. Practice personalised daily routines, interact with adults and peers through play and learning, explore object cues to develop understanding of our safe environment.

Staying well - Sign and Sing activities, supported games like pass the parcel, circle time games, counting games, physiotherapy stretches and programmes, accessing our physiotherapy equipment. Daily group celebrations of our success. Working with other classes in our cluster. Exploring our favourite toys. Being listened to and having a voice.

Staying Safe - Personal care programmes, washing hands and faces, using specialised equipment safely, using items with a purpose. Can I celebrate safely for different beliefs and practices?

#### Cognition and Learning.

Senses- using our five senses to explore the world around us, Sensology sessions to develop awareness of our body and how we respond.

Problem Solving – object permanence to find hidden and dropped objects, to explore switches to control their environment, noticing the effect of their action. Use and explore eye gaze cause and effect games to develop their awareness and dwell skills to complete cause and effect activities.

Key Skills to listen and encounter language associated with number. To encounter shapes and colours of objects, the emptying and filling of containers and mark making in a variety of contexts and media, exploring different quantities and encounter the language big and small. To experience change and growth.

Life Skills- safety in our immediate environment, exploring to investigate pushing and pulling items to encounter forces in everyday life- such as dressing and undressing.

#### Communication and Interaction.

Communication- experiencing different genres of Literacy throughout the year associated with our topics.



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<ul style="list-style-type: none"> <li>• TaSSeLs Makaton Signs Symbols Attention Autism, Intensive Interaction PECS</li> <li>• Communication through photos, symbols, pictures, words, PECS books,</li> <li>• Colourful semantics - sentence building</li> <li>• Designated areas that can be adjusted to meet pupil's immediate needs</li> <li>• Strong opportunities to develop independence.</li> <li>• Functional and life skills - encouraging independence</li> <li>• Personal schedules</li> <li>• Routines</li> <li>• Personalised OT plans including sensory snacks.</li> <li>• Makaton Signs symbols Attention Autism Intensive Interaction PECS</li> </ul>	<p>Tactile Signing for Sensory Learners- (TaSSeLs) pupils to accept, tolerate and respond to a progressive range of tactile on body signs associated with daily routines and changes of position.</p> <p>Objects cues- pupils to explore and hold object cues to consolidate the change of learning activity or room. Making their wants and needs known through objects choice, Pecs, photographs, reaching, gesturing, vocalising, and eye pointing, grid 3 on eye gaze, sounding board.</p> <p>PECS – stage one exchange pictures for an item and make simple choice. This could be using their hands, pecs app, gestures or eye pointing.</p> <p>Sensory story activities relating to our themes. How do the young people respond to the different resources, and can they predict which one is coming next? Explore the props to support the understanding of the text.</p> <p>Sensory story massage- Learners accept and tolerate the story massage strokes, respond and show anticipation as the story is repeated.</p> <p>Participate and engage in Intensive Interaction sessions with familiar and unfamiliar staff.</p> <p>To initiate communication and interaction with peers. To have opportunities to reach to their peers, to play and interact in social games.</p> <p><b>Reading</b> – Each child is set personalised reading targets based on their early reading skills. Can they respond to a sensory story? Which items do they respond to? Can they use an eye gaze? Do they notice / manipulate items from a sensory story when using books in the school library? Can they turn pages?</p> <p><b>PSM; Personal Development Self-regulation</b></p> <p>Following prescribed physio and OT plans, which could include- wedges, gaiters, standing frames, and specialist seating systems.</p> <p>Tolerating different positioning to maintain or develop posture, gross and fine motor skills.</p> <p>OT strategies including access to the outdoor areas, weighted blankets, chewy tubes, and deep pressure massage.</p> <p>Movement to music, move with greater control over our body, working with a peer and playing games that we enjoy.</p> <p>Tac Pac and sensology sessions to develop greater awareness of their body, personal space, and the worlds around them.</p> <p>Fine motor programmes and finger exercises to develop hand control and isolation of their fingers.</p> <p>Swimming sessions</p> <p>Self-regulation – following OT strategies and personalised timetables.</p> <p>Use of personal happy boxes, massage, relaxation to lights and music</p>
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Brushing programmes, Chewy Tubes, Weighted Blankets where appropriate and prescribed by OT.  
Patience and understanding, time and attention.

### **Cognition and Learning.**

#### **Senses**

- Can I hear? Can I smell? Can I taste? Can I touch? Can I see? Through an array of mixed stimuli and messy media and lots of fun. Feeling proud.

#### **Problem Solving**

- Using cause and effect
- Using technology
- Object Permanence

#### **Key Skills**

- Interacting with familiar and unfamiliar staff
- Tell me what you like?
- What don't you like?
- Building confidence to choose
- Initiating interaction
- Use your voice / communication method.
- Tap me if you need me.
- Reacting to praise for yourself and for others

#### **Life Skills**

- Confidence to initiate contact with friends and staff.
- Anticipating what comes next- e.g. high points of a nursery rhyme.
- What happens if I hear this audible cue?
- Feeding and Drinking where appropriate.
- Celebrating your amazing achievements

#### **Communication and Interaction.**

- Communicating likes and dislikes
- Using specialised personal devices
- Sign and Sing
- Sensory Stories

Intensive Interaction



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	<p>Massage opportunities Time for pause and processing. Patience, care and understanding. experiencing different genres of Literacy throughout the year associated with our topics.</p>
	<p><b>Functional</b> <b>ASDAN</b> (Transition Challenge, Towards Independence, PPU where relevant)</p>

### CLASS THEME TITLES & OVERARCHING BIG QUESTIONS

2<sup>nd</sup> Year of a 3-year cycle.

Autumn A	Autumn B	Spring A	Spring B	Summer
<p><b>MY BODY</b> Which parts of the body allow us to move?</p>	<p><b>CELEBRATIONS &amp; CULTURE</b> <b>USES OF EVERYDAY MATERIALS</b> What do different cultures celebrate?</p>	<p><b>A LONG TIME AGO (SPECIFY PERIOD)</b> <b>Vikings and Pirates</b> <b>STATES OF MATTER</b> What was it like when my Grandparents were children?</p>	<p><b>LIGHT AND COLOUR</b> <b>LIGHT</b> What happens when you mix different colours together?</p>	<p><b>ENVIRONMENT AND CONSERVATION</b> <b>ROCKS</b> <i>How can we protect our environment?</i></p>
Suggested examples of Creative Progressive Learning Activities across Subjects/ EHCP Areas				
<p>Notice how the body changes as we grow e.g. hair, nails, hands feet.</p> <p>Explore textures on a Birthday wall representing favourite items explored through the sense of touch.</p> <p>indicate favourite colours through pointing, eye pointing,</p>	<p>Notice how Beliefs and values affect the way we live through the events that take place - Bonfire night Diwali Hannukah Christmas</p> <p>Tracking lights, mark making, story message, sensory stories, exploring religious artefacts,</p>	<p>Explore symbols that represent new beginnings?</p> <p>Growing seeds to see changes in development- explore wet and dry soil, plant seeds, watering seeds.</p> <p>Changes in ourselves- hair, nails, baby pictures, pictures from earlier days in school,</p>	<p>What different places can you find within school?</p> <p>Using object cues, maps, searching and finding hidden objects- in boxes, in different areas of school, in different boxes etc treasure hunt- using sound, tactile and visual clues.</p>	<p>Do I recognise my needs? How can I help?</p> <p>Recognise and practice strengths. Notice skills that need to be worked on. Accept challenges. Solve problems. Develop dressing / undressing skills.</p>



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<p>sustained attention to varying colour activities. Check consistency.</p> <p>Develop new friendships in class. Consistently make choices for activities Demonstrate likes and dislikes. Demonstrate preferences through gestures, facial expressions, communication systems.</p> <p>Recognise family members. Recognise friends. Notice differences and similarities</p>	<p>listening to different cultural events/ festivals.</p> <p>Role playing and re-enacting with support</p>	<p>can they recognise themselves?</p> <p>Taking selfies, using mirrors, creating collages of selves in new places, using / exploring new items.</p> <p>Explore Chinese New Year: mark making, tracking lights, sharing with friends, celebrating a different culture.</p> <p>Explore Spring- new growth, leaves, grasses, flowers, sheep- lambs, hens- chickens etc.</p>		<p>Develop life skills. Experience food safety in the kitchen. Take part in food preparation for self. Take part in food preparation for others!</p> <p>Explore sensory digestive system- squashing and squeezing food through different organs.</p>
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