

### **Communication:**

Recognising familiar people through voice, objects of reference, personal cues.  
responding to preferred adults and interactions.  
imaginative play, story engagement.  
responding to cues, anticipating events in stories.  
choice making through sound preferences.  
using switches/eye gaze.  
communicating likes/dislikes, making choices.  
receptive skills via sensory storytelling.  
symbols, objects of reference, voice output buttons.  
hearing personalised positive phrases.

### **Sensory responses:**

Exploration of sounds, smells, textures. tactile, auditory, proprioceptive interactions.  
cause and effect, multi-sensory props.  
music, rhythm, sound exploration.  
exploration through touch, sound, light.  
tactile sign shapes, props, textures.  
creating tactile artwork.  
tactile exploration of display.  
videos, lights, sound feedback.  
heroic music, poses, costumes.  
exploring textures, sounds, grooming tools.

### **Understanding of time and**

#### **place:**

Objects of reference, scent of the day, TaSSeLs  
Tactile tiles  
Sensory props to highlight the journey through stories and activities  
exploration of sounds, smells, textures.  
Songs for routines

### **Conceptual Development**

Understanding who is in their world and their roles.  
sequencing through simple story structure.  
cause and effect (switch = music).  
simple ideas of past or community roles.  
linking sensory input to meaning.  
understanding real-life helper animals.

## Who are our Heroes?

## Puffin Class Topic Map

### **Orientation, movement and mobility:**

Massage, rhythmic touch, joint compression.  
  
vibration felt through instruments/resonance boards.  
  
motor skills involved in grooming or stroking.

### **Ownership of learning**

Taking the lead; recognising their actions cause responses.  
  
using assistive tech for choice-making.  
  
Pupils are encouraged and expected to use their skills to the full in activities with strong intrinsic motivation

### **Responses to routines and changes**

Coping with paused routines; waiting for cues.  
  
Daily timetable explored individually and as part of morning routine using spoken language, objects of reference and symbols  
  
Pupils are regularly introduced to new objects or experiences which incorporate some of their known preferences and are encouraged to explore these.  
  
Signs of curiosity about the environment

### **Social relationships and emotional development**

Recognising safe and trusted people.  
  
emotional regulation and relationships.  
  
identity and preference-building.  
  
celebrating identity and peers.  
  
nurturing and emotional development.