



YSGOL ALEXANDRA

Cross Curricular Map

Triad – RP Juniper



Driver AoLE	Topic Overview:	Hook/Experiences
LLC Cymraeg	Cynefin explores belonging and meaningful places (home, school, local area). Learners engage through sensory stories, exploration of familiar environments, and functional early communication, with experiences such as a sensory 'underpass' setup, short community walks, and creating a welcoming shared space.	Sensory monster story linked to places; photos/objects from home and school; sensory walk; clean vs dirty exploration; decorate a cardboard 'underpass'; simple shop role-play; Eisteddfod carousel.

Literacy:

- I can look towards or reach for pictures and objects during a sensory story about places.
- I can show a preference for familiar places or objects linked to home or school.
- I can make a choice between two story objects or photos (e.g., the tunnel or the park).
- I can anticipate "next" in a repeated story sequence (first/next) with support.
- I can use my voice, gesture, sign or AAC to request more or stop during shared reading or play.

Numeracy:

- I can give one coin for one item in a simple shop game (one-to-one exchange).
- I can match two identical coins during exploration.
- I can notice when there is more or less in a container after pouring.
- I can explore heavy and light by lifting objects and watching balance scales move.
- I can fill and empty containers to experience full and empty.

Health & Wellbeing:

- I can follow parts of a simple routine (wash hands, coat on/off) with support.
- I can accept help to keep safe during outings or community walks.
- I can use a preferred calming strategy (e.g., deep pressure, movement, quiet space).
- I can indicate like or dislike for activities, places or people using my communication method.
- I can take part in simple food preparation (spreading, pouring, stirring) with adult help.

Cymraeg:

- (Welsh language learning can be naturally embedded through bilingual signage, greetings, and role-play phrases.)*
- I can respond to Welsh greetings (e.g., waving for "Shwmae").
 - I can join in counting to 5 in Welsh using actions.
 - I can respond to colour words (coch, glas, melyn) by looking, pointing or choosing.

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RVE:

- I can take part in hello/goodbye routines to feel a sense of belonging.
- I can show care for special objects and places by handling them gently.
- I can notice when others are happy or unhappy and respond with support.
- I can share and take turns with adult support during group activities.
- I can help to keep our space safe and welcoming by tidying and wiping with support.

Science & Technology:

- I can explore materials from our environment and notice how they feel (soft/hard, rough/smooth).
- I can notice changes when I mix or pour water (wet/dry, more/less).
- I can press a switch or button to make something happen (cause and effect).
- I can use a device with support to take a photo of a place or object that I like.
- I can explore how light and sound change a space (torch, echo, music).

Humanities:

- I can explore familiar people, places and objects linked to my home and school.
- I can show recognition of my classroom and shared spaces in school.
- I can experience the difference between clean and dirty places and help to tidy with support.
- I can look at photos of local places and indicate which I prefer.
- I can take part in making a space more welcoming by adding colour or decorations.

Expressive Arts:

- I can explore colours, textures and sounds linked to our place (lights, fabrics, instruments).
- I can make marks or patterns to represent a place (e.g., "monster tracks", mural marks).
- I can choose an instrument to make sounds that match a space (tunnel/park).
- I can participate in group music or movement keeping a simple steady beat.
- I can add colours or stickers to decorate a shared "underpass" or class space.