

Heathfield PRIMARY SCHOOL



Curriculum booklet

Resource Base

Summer 3.1

Maths

Keywords

Counting	full	less	lighter
Numbers	empty	more	
Measure		heavier	
Order		Subtracting/	take away

In school we will be learning

Every child in the Resource Base has personalised learning that they are working towards regarding mathematics. In the environment, the following is rotated:

- Numbers in digits, words and pictures
- Different practical ways to represent number such as: cubes, pom poms or bricks
- One to one correspondence via visual or with an adult
- Number rhymes and songs with a Food focus
- Addition and subtraction opportunities
- 2D and 3D shapes
- Ordering and sequencing
- **The focus this half term will be developing addition and subtraction skills and number bonds, ordering and sequencing as well introducing children to measuring in cups and cubes and introducing words like full and empty, and heavier and lighter.**



At home you can

- Sing [the five little speckled frogs song](#) with your child.
- Sing other [addition](#) and [subtractions](#) songs and take part in games.
- Watch [counting](#) videos.
- Carry out adding and subtracting games in the environment
- Allow them to measure ingredients on the scales by adding cups of liquids



Useful websites



[Underwater counting](#)



[Sequencing](#)



[Full and empty video](#)

Literacy

Keywords

mark making
sounds
letters
Words
segment

blend
books
horizontal
vertical
write

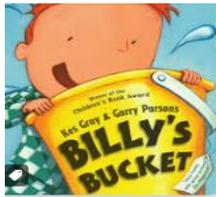
Lowercase
Capital
Caption
Sentence
list

In school we will be learning

This half term, our theme will be 'Water' We have chosen a range of books to help children develop their understanding of what . We will be reading the stories 'Billy's Bucket', 'The Whales on the Bus', 'Commotion in the Ocean' and 'The Rainbow Fish'. We will continue to read one on one with each child daily by using sensory/ picture books or levelled reading texts, depending on their stage of reading. Every child within the resource base has a personalised reading target that we are working towards, as well as a writing one.

We will focus on:

- Developing their fine motor skills using food items e.g. threading pasta.
- Develop initial letter formation using multisensory methods.
- Engage in Phonics activities such as letter recognition.
- Develop spelling skills for word and caption writing e.g. ingredients for a cake



At home you can

- Read to and with your child daily
- Talk about pictures and words they see in books and the world around them. Listen to our [class books](#)
- Listen to [phonics songs](#) and rhymes
- Practise mark making or writing using pens, pencils, paint, chalk etc.
- Practise name writing and recognition
- Listen to stories with [Makaton sign](#)
- Watch and sing songs with [Makaton sign](#)



Phonics
Song

Useful websites



[Reading at home](#)



[phonics](#)



[Alphablocks jigsaw](#)

Happy hardworking courageous kind



Communication & language & PSED

Keywords

turn taking	Sign
choices	Symbols
songs	Splash
objects	Pour
Water attention	Scoop
Makaton	Fill empty

In school we will be learning

This half term, we will be introducing **SCERTS** to enhance communication and self-regulation skills through a targeted approach that builds on each child's strengths. We will continue reinforcing key words and signs such as **good morning, good afternoon, more, finished, help, and toilet**, while also introducing new signs related to our **water-themed learning**, including **water, splash, pour, wet, dry, float, and sink**.

To support communication and understanding, we will use **objects of reference, picture cards, and now-and-next boards**, ensuring children can anticipate and engage with daily activities. Our structured sessions, including **Attention Autism and Intensive Interaction**, will help develop focus, attention, and social engagement.

We will also encourage **independent skills** by teaching key words like **coat and hat** and supporting children in following simple instructions, fostering confidence in daily routines.

All children in the Resource Base receive support from **West Midlands Speech and Language Therapist, Alison Robbins**, who has assessed and set communication targets for each child. She will continue to review and adjust these targets next term to ensure ongoing progress.

At home you can

- Use Makaton at home to aid them with their communication.
- Let them help wash vegetables
- Fill their own cups with drink.
- **Bubble Play** – Blow bubbles and pause to encourage requesting (gestures, eye contact, or using a symbol for "more").
- **Turn-Taking Games** – Play "Who can make the biggest splash?" in the sink or garden, encouraging waiting and watching.



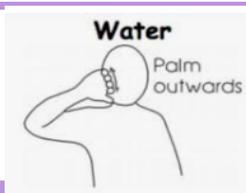
Useful websites



[Attention Autism ideas](#)



[Under the sea](#)



Understanding of the world

Keywords

- Cool
- Warm
- Ice
- Stream
- Puddle
- Stream
- Sea
- River
- Pond
- Lake
- Wave
- Wet
- Flow

In school we will be learning

TAs part of our **Understanding the World** focus this half term, we are exploring a **water theme** to help children learn more about the world around them. Through sensory play and hands-on activities, children will have the chance to mix different materials such as water, bubbles, and natural items. These experiences support their understanding of **change, cause and effect**, and allow them to explore using their **senses**.

Our **role play area** will include a range of everyday objects for pouring, scooping, and transferring water, encouraging exploration and developing early problem-solving and motor skills.

We will also begin to explore different types of **bodies of water**, such as **ponds, lakes, rivers, and the sea**. Through small world play, visual resources, and themed tray setups, children will begin to notice **differences and similarities** between these environments. This helps to build **curiosity** and supports **language development**, especially when paired with adult modelling and interaction.

These experiences provide a rich context for encouraging communication, developing attention, and building early understanding of the natural world in a meaningful and engaging way.



At home you can

- During bath time – Encourage your child to scoop, pour, or splash using cups, spoons, or plastic bottles. Model simple words like *wet, splash, pour, or empty*
- **Washing toys or clothes** – Let your child help with washing small toys or socks in a basin of soapy water.
- **Rainy day watching** – Watch rain from a window or go outside with umbrellas. Use simple phrases like *rain, wet, umbrella, or cloud*.
- Going for a walk to a reservoir or a pond and talk about the animals you can see



Useful websites



[Ponds](#)



[Cause and effect activities](#)

Happy hardworking courageous kind



Expressive art and design

Keywords

Cook	Bake	Collage
Chop	Colours	Stick
Eat	Primary	Create
Taste	Secondary	picture
Mix	Mix	

In school we will be learning

Cooking

We will continue cooking every week, focusing on water-based activities. Children will explore making ice cubes, mixing different liquids, and engaging in sensory activities such as creating **fizzy water play** using simple kitchen ingredients. They will also experiment with **colour-changing water** and explore how water can be used in creative ways.

Crafts

This half term, we will develop our creative skills through arts and crafts related to water. Activities will include creating watercolour paintings, sponge printing, and making collages using different materials. Children will also have the opportunity to design their own **water creatures** using various craft supplies like paper, clay, and fabric.

Textures

We will explore different textures related to water using all our senses. The tuff tray will be filled with materials such as wet sponges, ice cubes, and slimy textures for children to feel and explore. These activities will encourage sensory play and help children understand the properties of water, such as its smooth, slippery, and wet nature, through hands-on experiences.

At home you can

- Create a [water colour painting](#)
- Freeze coloured ice cubes to make ice print pictures
- Explore floating and sinking with different objects
- Take a floating and sinking [quiz](#)



Useful websites



[Floating and sinking video](#)



[Ice Painting](#)



Happy hardworking courageous kind



Sensory

Keywords

touch
taste
feel
smell
hear

listen
see
process
textures

In school we will be learning

Each week we will have a new focus on different aspects and resources linked to our topic using all the senses- See, Hear, Touch, Smell, Taste

Listen

We will be exploring a range of different sounds that link to our theme. We will also learn songs linked to our food theme and accompany them with instruments. Music will be used to aid transitions and during calm time to help children regulate.

Smell and Feel

Weekly, three types of cooked or edible food will be used in messy play e.g. cooked pasta, cooked rice, cereal, spreads. This is to help children within our base to accept a wider range of textures to feel and taste. We will be using foam, different temperature items and different textured materials in both our sensory and water trays. These sensory experiences will link to our topic, books, literacy or maths.

Sensory Stories

We incorporate a sensory element into story time. For our **water theme**, we will explore different textures and materials to represent water environments, such as **smooth, wet** surfaces for rivers, **cold** for ice, and **slimy** textures for sea creatures.

Sensory bottles

We use sensory bottles to represent the weather or to support our stories.

At home you can

- Water-Themed Sensory Bags
- Watch autism sensory videos for relaxation.
- Create a [rain sensory bottle](#) by filling a bottle with **water**, **small beads** (for sound), and **glitter**.



Useful websites



[Sensory bags](#)



[Water Play](#)

Happy hardworking courageous kind



Physical development

Keywords

throw
catch
turn taking
team
Communication
Hit
alert
organise
calm
kick
Hit turn

In school we will be learning

Sensory Circuits

Every morning, we will continue starting the day with the three different stages of alerting, organising and calming to help regulate children before learning begins. A range of equipment is used to support this, and it helps children transition to the classroom. It is important that children arrive on time so they can fully engage with the circuits.

PE Lessons

This half term, we will continue to develop their gross motor skills by kicking, throwing and catching the ball. We will also be working on moving in different directions. We have started to use the school PE curriculum to support with these lessons.

In-class equipment

The Resource base also has sports equipment and objects of interest related to individual interests. We have large yoga ball, stepping stones, sensory steps and a trampoline to help children exert excess energy and regulate. Children also take part in circle activities such as ring of roses and playing with the parachute to promote interactions with their peers.

Dance

During the day children also take part in daily dance and yoga sessions with moves and actions for them to copy.

At home you can

- Take part in catching, throwing, targeting, kicking and hitting a ball activities at home, in the garden or in the park.
- Play interactions games such as Ring of roses.
- Make a sensory circuit at home to help with regulation. Links have been shared on Tapestry for more information from the OT for this.
- Take part in dance and yoga activities and attempt to copy the actions and moves.



Useful websites



[Home sensory circuits](#)



[PE at home](#)



[Food dance](#)

Happy hardworking courageous kind

