

# Heathfield PRIMARY SCHOOL



Curriculum booklet

Resource Base

Autumn 1.2

# Maths

## Keywords

Number  
Place value  
Count  
Order  
Recognise

Represent  
Compare  
More  
Less  
Equal

Add  
Subtract  
Minus  
Plus  
Equals

## In school we will be learning

For maths in the Resource base the planning and learning is divided into different pathways. For pathway 1 (Early Engagement) children will be focussing on number names through rhymes, singing with some actions; exploration of their space and objects of different sizes. Children on Pathway 2 (Pre-formal stage) will be focussing on: number-developing counting and responding to number words - more, lots, many. Spatial: emptying/filling, building to some use of positional language (on, under, over) . Shape: simple putting objects through shapes/holes to simple puzzles and construction. Pattern: i.e. in routines, lining up toys, simple puzzles and construction. Measure: size and weight i.e. full/empty, exploring different sizes and ordering by size. Some understanding of language of time, some sequencing of routines. For Pathway 3 (semi-formal) children will be focussing on Number: compare and count to 5, then 10. Understand ordering to 10. One more one less in 10. Subitising to 3 and more. Spatial: language of position and direction, turns and flips an object to fit or predict, some 2D models. Shape: chooses shapes for a purpose, position and combines objects, language for shape features/names.



## At home you can

- Sing [number songs](#) with your child.
- Watch [Numberblocks](#) to build number understanding.
- Talk about the time of day and the activity you are doing e.g. it's morning, I'm eating breakfast.
- Look at and identify coins and notes.
- Count objects during play.
- Match objects that make sets, for example getting enough knives and forks for everyone.
- Use flashcards to sequence numbers

## Useful websites



[Counting game words](#)



[Counting in multiples](#)



[Digits and words](#)

Happy hardworking courageous kind

# Literacy

## Keywords

mark making  
sounds  
letters  
Words  
segment

blend  
books  
horizontal  
vertical  
Circular

Lowercase  
Capital  
Caption  
Sentence

## In school we will be learning

Our topic in Literacy this half term are the stories Rainbow Fish and Elmer. All children will be exposed to the story, characters and events using Makaton, sensory props, puppets, objects of reference and mark making. The planning and learning is split into different pathways and adapted to the needs and abilities of individuals.

Our pathway 1 (Early Engagement) children will be working on early mark making -connecting actions to the marks made. They will be exploring the story and other books using sensory story resources and exploring light and colours

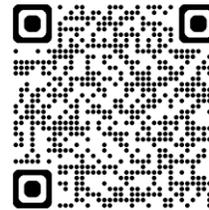
Our pathway 2 (Pre-formal) children will be understanding increasing that marks carry meaning, using some increasing range of implements and surfaces and may draw and write on paper.

The pathway 3 (semi-formal) children will be working on ascribing more meaning to marks and attempting own name, writing left to right. Building to writing single sentences, based on using text to create meaning and developing some phonicknowledge.

## At home you can

- Read daily with your child
- Talk about pictures and words they see in books and the world around them
- Sing songs and nursery 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](#)

## Useful websites



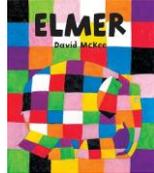
[Rainbow fish](#)



[Phonics Game](#)



[Word building](#)



Happy hardworking courageous kind



# Communication & language & PSED

## Keywords

turn taking  
choices  
songs  
objects  
pictures

attention  
Makaton  
Sign  
Symbols  
Feelings

Emotions  
Like  
Dislike

## In school we will be learning

All the children in the Resource Base are working on different communication targets but there are things that we will focus on as a class too. We will keep reinforcing key words and signs: good morning, good afternoon, more, finished, help and toilet but will also continue to introduce new signs linked to our theme such as I feel, sad, happy, angry.

Alongside this, we will be using objects of reference, picture Widgit cards, communication boards, Makaton and Now and next boards to aid communication and understanding. We will be developing focus and attention using our daily attention bucket sessions.

We will use a range of strategies such as Intensive interaction, Adult led play base learning, Sensory experiences, Interactive learning and individualised instruction. The West Midlands speech and language therapist team and the Communication and Autism Team will be working closely alongside us to develop the provision and set targets on the Autism Assessment framework for individuals.



## At home you can

- Use Makaton at home to aid them with their communication.
- Show objects to them to help them make a choice between two things e.g. show them a yogurt and an apple to help them choose which one they want to eat.
- Turn taking games.
- Attention Autism activities.
- Watch feelings song with [Makaton sign](#)

## Useful websites



Turn [taking](#) ideas



[Attention Autism](#)



[Makaton](#)

Happy hardworking courageous kind



# Understanding of the world

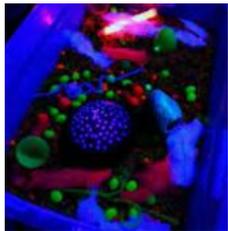
## Keywords

Dark	Dull	Switch
Light	Materials	Glitter
Shiny	On	
Reflective	Off	

## In school we will be learning

This half term our theme is Light and Dark. Children will use lights to explore reflective and shiny materials. For pathway 1 children will be learning to use key language (shiny, not shiny). Adults will model the effects and turning torch on and off. Children will be expressing excitement at the reaction. We will create sensory opportunities using glitter, glitter in water, glittery objects on light box, tin foil etc. in sensory trays. For pathway 2 and 3 children the objective will be:

- To explore objects that are shiny, not shiny and reflective.
- To experiment with how light travels and can be blocked
- To sort resources to create a shiny fish/shiny scales
- To explore difference materials - solid, opaque, clear to show how light is blocked
- To join materials to create a shadow puppet - demonstrate light not light through a scene on the whiteboard



## At home you can

- Allow children to play with utensils and pots and pans with reflective surfaces
- Use mirrors to explore facial expressions.
- Repeat and emphasise lights on and off at bedtime.
- Use lamps or torches to play shadow puppets.
- Explore BBC bitesize to learn about light and dark
- Listen to songs about materials and their properties



## Useful websites



[Light and Dark](#)



[Everyday material song](#)



[shiny or dull video](#)

Happy hardworking courageous kind

H

# 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

### Life skills

We will continue taking part in a weekly baking/ life skills activities.. This will help develop fine motor skills such as: chopping, grating, kneading and stirring. We will also be discussing hygiene and safe ways to use equipment. Children will develop essential life skills such as pouring, using utensils, making their own snack.

### Fun with Food

We will continue to embed the strategies provided by the OT last term with the Resource base children called 'Fun with food'. This will enable children to create more positive relationships with food whilst exploring food play using all their senses in a non-pressurised environment. There will be an opportunity for parents to join the final session to continue to implement the strategies at home to get the children to try new and healthy alternatives to food.

### Environment

Children will continue to expressive their creativity using a range of media and apparatus with activities planned for in the environment according to the topic and events such as Christmas.



## At home you can

- Cook together at home. Let your child help prepare by cutting and mixing where safe to do so. Allow children to make their own snacks, pour their own juice and chop their own snack.
- Develop fine motor skills by cutting to make pictures.
- Create collages using materials you might have such as magazines or cut up boxes.
- Explore colour mixing with paint, chalk or other art materials. This is a great thing to explore outside.



## Useful websites



[Paint pals game](#)



[10 Colourful ideas](#)



[True Colours Game](#)

Happy hardworking courageous kind



# sensory

## Keywords

touch  
taste  
feel  
smell  
hear

listen  
see  
process  
Textures  
materials

## In school we will be learning

### Senses

Our theme this term is exploring our senses through our science topic of light and dark, colours and reflective items and materials. We will continue to use the class dark den, the light table and torches to explore with. Children will access a range of sensory activities in the environment.

The Communication and Autism teacher will complete an audit of the Resource room and support us with strategies to meet the children's sensory needs and we will assess their progress on the Autism framework.

### Sensory Stories

We have a sensory element to our story time. If it is for example raining in the book, we will spray a light mist. If it is windy, we will use a fan etc. As well as this we may have made the characters so we can act out the story to the children. Widgets, objects of reference and instruments will be used alongside our books to aid understanding and engagement.

## At home you can

- Allow your child to play with new food they haven't tried before.
- Create sensory activities at home.
- Watch autism sensory videos for relaxation.
- Water & messy play
- Explore using a range of senses. E.g. smell different items in the kitchen, feel different fabric textures, taste different flavours.

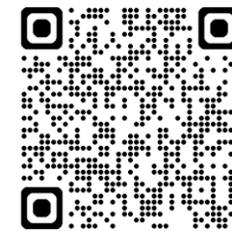
## Useful websites



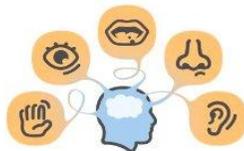
[Sensory Activities](#)



[Autism Sensory Videos](#)



[Nursery rhyme](#)



Happy hardworking courageous kind



# Physical development

## Keywords

run	turn taking	organise
balance	team	calm
direction	communication	
throw	decision	
catch	alert	

## 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 themselves before learning begins. Along with exercise equipment within 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 be developing our Fundamental skills. This will allow children to develop core gross motor skills such as running, jumping, skipping, hopping and climbing. It will allow children to consolidate and develop control in these skills.

### Fine Motor

We will continue to build strength and flexibility in our hands through a range of activities such as: hole punching, using pegs, sewing, beading, use of scissors and pincers. As well as our fine motor activity, and a range of additional activities such as play dough, cutting and threading.



## At home you can

- Listen to music and encourage your child to move to the music or copy the actions.
- Play turn taking games such as duck duck goose.
- Make a sensory circuit at home to help with regulation.
- To practise a range of movements such as running, jumping, skipping, hopping.

## Useful websites



[Home sensory circuits](#)



[Action songs](#)



[Turn taking games](#)

Happy hardworking courageous kind

