

# Heathfield PRIMARY SCHOOL



Curriculum booklet

Resource Base

Spring 2.1

# 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](#)

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# Literacy

## Keywords

mark making  
sounds  
letters  
Words  
segment

blend  
books  
horizontal  
vertical  
Circular

Lowercase  
Capital  
Caption  
Sentence

## In school we will be learning

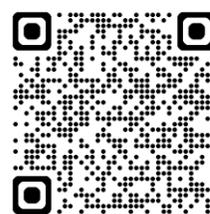
In Literacy this half term we are looking at the stories 'Super Duper You' and 'Birmingham Boy,' alongside our topic Myself and the Community. All children will be exposed to the story, characters and events using Makaton, sensory props, puppets, objects of reference and mark making. The planning and learning is split into different pathways and adapted to the needs and abilities of individuals. Our pathway 1 (Early Engagement) children will be accessing sensory mark making, multi sensory activities, developing their pencil grasp and daily fine motor activities. Our pathway 2 (Pre-formal) children will be knowing that marks they make are of value, enjoy the sensory experience of making marks, enjoy drawing and writing on paper, screen, and in different textures. 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 phonics knowledge.

## 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



[Super Duper you story Phonics Game](#)

[Word building](#)



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# 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 like and labelling objects and transports in the home and community.

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](#)

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# Understanding of the world

## Keywords

Dark  
Light  
Shiny  
Reflective

Dull  
Materials  
On  
Off

Switch  
Glitter

## In school we will be learning

This half term our theme is transport and animals. Children will explore objects in the home and school and learn about transport in the community. They will explore pets and animals. For pathway 1 children will be using widgets and pictures to distinguish objects that are at home or at school, sorting items/objects into home and school and exploring different methods of transport through song and objects of reference/visuals. For pathway 2 and 3 children they will have:

- Exposure to picture books with different methods of travel/transport
- Tuff trays with boats in water, car and road mats, trains and tracks
- Matching halves of different vehicles (via simple picture puzzle pieces)
- Find pictures of transport through the ages to match and sort, to object of reference
- Adults to model vocabulary: fast, slow, big, small



## At home you can

- Allow children to play with toys and objects at home related to home and transport and label these.
- Play with toy cars and transport and talk about where they are found.
- Talk about objects in the home and their uses such as utensils.
- Use equipment for purpose such as for baking.
- Explore BBC bitesize to learn about travel and transport
- Listen to songs about transport



## Useful websites



[Bitesize learning](#) [Speech and therapy tools in the home](#) [Transport rhymes](#)

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# 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 Eid and Easter



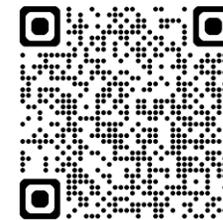
## At home you can

- 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



[Simple baking ideas](#)



[Fun with food](#)



[DIY fidget toys](#)

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# 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 topic of myself and the community. Children will access a range of multisensory activities in the environment and participate in sensory mark making. They will use emotion widgets/colour monsters/zones to place next to pictures of spaces areas to indicate preferences/ likes and dislikes

The children will have Attention Bucket intervention twice a day and we will move on to the next stages for those who are ready. They will continue to have intensive interactions we will continue to 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](#)

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# 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, the children will participate in and enjoy different forms of skill based physical activity. This includes throwing, catching, running, climbing and jumping. It will allow children to develop their core gross motor skills and 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.
- Visit the park and local area to use climbing equipment and space to run.



## Useful websites



[Home sensory circuits](#)



[Action songs](#)



[Turn taking games](#)

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