

Heathfield PRIMARY SCHOOL



CURRICULUM BOOKLET

RESOURCE BASE

SPRING 2.2

MATHS

Keywords

Pathway 1: pattern, same, different, next, big, small

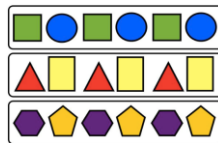
Pathway 2: pattern, repeat, order, big, small, heavy, light, full, empty

Pathway 3: repeating pattern, first, next, longer, shorter, heavier, lighter, more, less, full, empty

Pathway 4: pattern rule, repeat, extend, create, describe, long, short, longer, shorter, tall, double, half, compare, measure

In school we will be learning:

Our Maths curriculum is organised into four clear pathways that support children's development in pattern and measure. In Pathway 1, children show interest in patterned songs and rhymes with repeated actions, experience patterned objects and images, begin to predict what happens next in familiar situations, and respond to size by reacting to very big or very small items. In Pathway 2, children become more familiar with patterns in daily routines and begin arranging items in their own patterns, while also showing interest in size and weight and exploring capacity by selecting, filling and emptying containers. In Pathway 3, children explore and add to simple linear patterns of two or three repeating items and, in meaningful contexts, compare two objects to find which is longer or shorter, heavier or lighter, or more or less full. In Pathway 4, children create, describe and extend patterns independently and compare, describe and solve practical problems involving lengths and heights using vocabulary such as long/short, longer/shorter, tall/short and double/half. Throughout all pathways, learning is practical, engaging and designed to build confidence and real-life mathematical understanding.



At home you can:

- Sing nursery rhymes with repeated words and actions.
- Spot patterns in everyday life (e.g. stripes, tiles, fences). Help your child make simple patterns with toys, blocks or snacks.
- Compare objects by size and weight (big/small, heavy/light).
- Explore capacity through play by filling and emptying containers in the bath, sand or during cooking.
- Solve practical problems together, such as measuring ingredients, comparing heights of family members, or doubling amounts in a recipe.

Useful Websites

Games:

- [Shape Patterns](#)
- [Numberblocks Patterns](#)
- [Wordwall Patterns](#)
- [Colour Patterns](#)
- [Fun Wordwall Patterns](#)



Songs:

- [Numberblocks Patterns Palace](#)
- [Bitesize Patterns](#)



LITERACY

Keywords

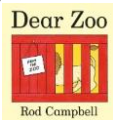
mark making
sounds
letters
words
caption

sentence
blend
books
uppercase
lowercase

describe
recall
sequence
compose
rehearse

In school we will be learning:

Our Literacy curriculum is centred around engaging, repetitive and language-rich texts including *Cars Cars Cars*, *Trains Trains Trains* and *Planes Planes Planes* by Donna David and *Dear Zoo* by Rod Campbell. In Pathway 1, children are exposed to transport and animal picture books, learn how to handle books correctly, explore lift-the-flap features, match symbols to photos and animal sounds, and develop early writing skills through sensory mark making, pencil grasp and fine motor activities. In Pathway 2, children begin to understand that their marks have meaning, enjoy drawing and writing in different textures and on different surfaces, actively participate in retelling *Dear Zoo* using props, and sequence the animals from the story. In Pathway 3, children begin using captions to describe pictures and events, explore sentence structure through *Colourful Semantics*, match animal names to images, recall story events and describe the animals. In Pathway 4, children spell common exception words, compose and rehearse simple sentences using *Colourful Semantics*, and use newly introduced vocabulary confidently in discussion. Across all pathways, children develop phonics knowledge, letter formation and name writing to build strong foundations for reading and writing.



At home you can:

- Share transport and animal picture books together.
- Model how to hold, turn pages, and lift flaps in books.
- Retell stories using toys or homemade props.
- Support your child to describe pictures using simple captions.
- Practise building sentences aloud (who, what doing, where).
- Encourage writing simple sentences independently.
- Read together regularly.
- Practise phonics sounds and letter formation.
- Encourage name writing to strengthen early writing skills.



Useful Websites

Stories:

[Planes Planes Planes](#)

[Cars Cars Cars](#)

[Dear Zoo \(Share a Story Corner\)](#)

Stories:

[Phonics Song](#)

[Letter Formation](#)



Games:

[Transport - Matching Words to Photos:](#)

[Dear Zoo Comprehension](#)

[Dear Zoo match! ICT comprehension - Match up](#)

COMMUNICATION AND LANGUAGE AND PSED

Keywords

turn taking
choices
songs
objects
pictures
attention

Makaton
signs
symbols
requests
needs

verbal
non-verbal
communication
wants

In school we will be learning:

All children in the Resource Base are working on their own individual communication targets, but there are also key skills we focus on as a class. We continue to reinforce important words and signs such as good morning, good afternoon, more, finished, help, and toilet, and each week we introduce a new Makaton sign for children to learn and use. Signs are linked to our themes, for example transport types and animals.

We make use of set times during the day, such as snack time, to encourage children to communicate their wants and needs. We model verbal requests when children request something non-verbally and support communication during activities using boards, objects of reference, picture Widgit cards, Makaton, and Now and Next boards. Daily attention bucket sessions help develop focus and attention.

Our teaching approaches include Intensive Interaction, adult-led play-based learning, sensory experiences, interactive learning, and individualised instruction. The West Midlands Speech and Language Therapy team and the Communication and Autism Team work closely with us to enhance provision and set individual targets using the Autism Assessment Framework.



At home you can:

- Reinforce key words and signs such as more, finished, help, toilet, good morning and good afternoon.
- Encourage your child to request items using words, signs, symbols or pictures rather than anticipating their needs straight away.
- Model simple verbal requests if your child points or gestures (e.g. "I want juice" or "More snack please").
- Share books together and talk about what you can see, labelling objects and actions.
- Praise all attempts at communication, whether through speech, sign, symbols or gestures.

Useful Websites:

[Makaton Youtube Channel](#)

[Attention Autism](#)

[Intensive Interaction](#)



UNDERSTANDING OF THE WORLD

Keywords

transport
vehicles
sounds
animals

zoo
sounds
noises
match

sort
features
patterns
classify

In school we will be learning:

In our Understanding of the World curriculum, children explore the world around them through hands-on experiences, play, and sensory activities. Children are introduced to different methods of transport using songs, objects of reference, and visual supports to develop recognition and engagement. They engage with small world animals, exploring textures, patterns, and features through tactile play and textured boards. Children begin to show preferences for animals, using simple choices such as "I can see..." to indicate their selection. They also listen to and identify animal noises, supporting auditory discrimination and early communication. Children are encouraged to match and sort animals by features such as tails, number of legs, or type of covering. They develop classification skills by grouping animals based on characteristics, for example finding all animals with fur or tails. These activities build observation, reasoning, and early scientific understanding in a fun, meaningful context.



At home you can:

Explore transport: Sing songs about cars, trains, and planes, and show pictures or toys of different vehicles. Talk about how each one moves and where it goes. Small world play with animals: Use toy animals to explore textures, patterns, and features. Let your child handle, touch, and move the animals during play. Choice and preference: Give two options (e.g., "cat or dog?") and encourage your child to show which animal they like using gestures, pointing, or words. Animal sounds:- Play recordings or make animal noises together, encouraging your child to listen and respond.

Matching and sorting: Encourage your child to group animals by features like tails, number of legs, or type of covering (fur, scales, feathers).

Classifying by characteristics: Ask your child to find all animals with fur or all animals that fly, helping them notice similarities and differences.

Sensory exploration: Use textured boards, fabrics, or natural materials to feel different animal skins or patterns.

Useful Websites

[Transport Sounds](#)

[Animal Sounds](#)

[Zoo Animals](#)



HAPPY HARDWORKING COURAGEOUS KIND

H

EXPRESSIVE ART AND DESIGN

Keywords

Cook	Bake	Clothes
Chop	Creative	Weather
Eat	Fun	Activity
Taste	Materials	Explore
Mix	Equipment	Create

In school we will be learning

Environment and Creativity

Children will continue to express their creativity using a range of materials and equipment. Activities are linked to topics such as transport or animals and are designed to be fun and engaging. These creative activities promote important skills including painting, cutting, gluing, independence, creative thinking, language and communication, and making requests. Special events such as Eid and Easter are also used as inspiration, allowing children to explore, create, and engage meaningfully with their environment.

Life Skills

Children will continue taking part in weekly cooking and life skills activities, which help develop fine motor skills such as chopping, spreading and stirring. During these sessions, we also talk about hygiene and how to use equipment safely. Children practice essential life skills like pouring, using utensils, and making their own snacks, supporting independence and confidence. This term, we will also focus on understanding clothes, helping children recognise appropriate clothing for different weather conditions and specific activities, such as coats for outdoor play or aprons for messy activities.

Fun with Food

We continue to use the strategies from the OT program Fun with Food, which helps children build positive relationships with food in a relaxed, sensory-rich environment. Children explore food using all their senses without pressure, and parents will have the opportunity to join the final session to learn how to support their child at home, encouraging them to try new and healthy foods.

At home you can

Environment and Creativity: Plan fun, creative activities linked to transport or animal topics, such as painting, cutting, gluing, or making collages. Encourage your child to communicate while creating—asking for materials, describing what they are doing, or talking about their work. Celebrate special events or cultural festivals at home through craft and creative activities to explore new ideas and experiences.

Life Skills: Encourage your child to help with simple cooking tasks like stirring, pouring, spreading, or arranging ingredients. Talk about hygiene and safe ways to use utensils and kitchen equipment. Practice dressing and choosing appropriate clothing for the weather or specific activities (e.g., coats for outside, aprons for messy play).

Fun with Food: Explore new foods in a relaxed, pressure-free way, allowing your child to touch, smell, taste, and describe them. Encourage your child to try healthy alternatives at home using the strategies from Fun with Food. Involve your child in preparing snacks or simple meals to build confidence and independence.

Useful Websites

[Simple baking ideas](#)

[Fun with food](#)

[DIY fidget toys](#)



HAPPY HARDWORKING COURAGEOUS KIND

H

SENSORY

Keywords

touch
taste
feel
smell
hear

listen
see
process
Textures
materials

In school we will be learning

In our Sensory Exploration curriculum, children are provided with daily opportunities for sensory learning linked to topics such as transport, animals, or special events. Activities include exploring food, playdough, slime, and other tactile materials to encourage curiosity, engagement, and exploration.

During sensory sessions, we also focus on developing language and communication skills, encouraging children to describe what they see, feel, or do. Children practice motor skills such as scooping, pouring, filling, and emptying, which support fine and gross motor development.

We also run Attention Autism sessions once a day to help children improve focus and attention, and use sensory stories to combine sensory experiences with storytelling, supporting listening, understanding, and engagement.

At home you can

- Offer activities linked to your child's interests, such as transport or animals, using materials like playdough, slime, sand, rice, or water.
- Let your child touch, smell, taste, and describe different foods in a relaxed, pressure-free way.
- Encourage scooping, pouring, filling, and emptying activities, for example with water, sand, or dry ingredients in the kitchen.



Useful websites



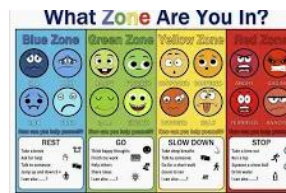
[Sensory Activities](#)



[Autism Sensory Videos](#)



[Nursery rhyme](#)



HAPPY HARDWORKING COURAGEOUS KIND



PHYSICAL DEVELOPMENT

Keywords

run
balance
direction
throw
catch

turn taking
team
communication
decision
alert

organise
calm

In school we will be learning

Movement Breaks: Short breaks throughout the day for physical regulation and focus. Classroom movement area available for children to access freely. Outside area also available for children who prefer outdoor physical activity.

Sensory Circuits: Children complete the three stages: alerting, organising, and calming. This activity helps children regulate their bodies and emotions before learning. Uses classroom exercise equipment.

PE Lessons: Skill-based physical activities: throwing, catching, running, climbing, and jumping. Supports gross motor skills, core strength, and control. Helps children consolidate and build confidence in physical abilities.

Fine Motor Skills: Activities to strengthen hands and fingers: hole punching, pegs, threading, beading, scissors, and pincers. Additional hands-on activities: playdough, cutting, threading. Develops coordination, dexterity, and readiness for writing.



At home you can

- Encourage activities that help children **self-regulate**, like rolling a ball, climbing, or hopping.
- Use simple obstacle courses to build coordination, balance, and core strength.
- Offer hands-on activities such as playdough, threading beads, cutting shapes with scissors, or using pegs.
- Practice throwing, catching, running, climbing, or jumping in the garden, park, or during play.
- Use everyday opportunities, like opening containers or fastening buttons, to develop dexterity.



Useful websites



[Home sensory circuits](#)



[Action songs](#)



[Turn taking games](#)

HAPPY HARDWORKING COURAGEOUS KIND

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