

Heathfield PRIMARY SCHOOL



Curriculum Booklet

Resource Base

Summer 3.1

Maths

Keywords

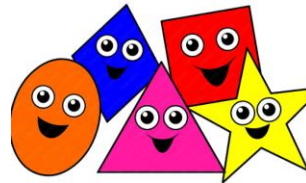
numbers
counting
forwards
backwards
bigger

smaller
space
up
down
under

on
shapes
2D
3D
sides/corners

In school we will be learning:

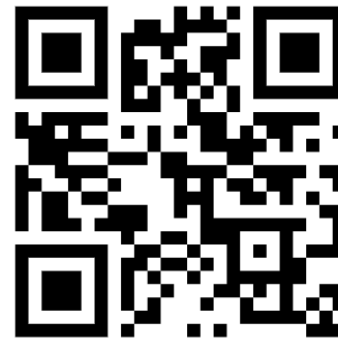
Our Maths curriculum is organised into four clear pathways that support children's development in number, pattern, and measure. Pathway 1 focuses on early exploration. Children discover number through songs and rhymes, explore the space around them, and begin to understand position and direction (for example, pointing to where they would like to go). They are also introduced to shapes, learning to name them and match them to spaces, such as in inset puzzles. Pathway 2 builds on this foundation. Children begin to use number words and develop the ability to give a specific number of items when asked. They deepen their understanding of positional language and explore concepts of capacity through activities such as emptying and filling containers. Pathway 3 develops early calculation and recognition skills. Children use number names and mathematical language, recognise numerals from 0 to 10, and use practical resources to add one and subtract one. They also continue to name and describe a range of shapes. Pathway 4 extends children's number knowledge further. Children learn to count forwards to 100 and backwards from 100. They develop the ability to read and write number names and confidently link them to the correct numerals.



At home you can:

- Sing number songs together (e.g. Five Little Ducks, Ten in the Bed).
- Talk about where things are: "The cup is on the table", "Let's go through the door".
- Ask your child to give you a number of items: "Give me 3 spoons"
- Practise recognising numbers 0-10 on doors, buses, or in books.
- Count forwards and backwards together (e.g. counting steps or during car journeys).
- Practise reading and writing numbers in fun ways (chalk, paint, sand).

Useful Websites



Number Songs



Shapes

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H

Literacy

Keywords

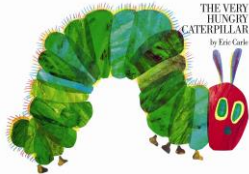
mark making
sounds
letters
words
caption

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 *The Very Hungry Caterpillar* by Eric Carl and *The Life Cycle of a Frog*. In Pathway 1, children are exposed to sensory and picture books, learn how to handle books correctly, explore lift-the-flap features, match symbols to photos of objects, 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 *The Very Hungry Caterpillar* using props, and sequence the fruits from the story. In Pathway 3, children begin using captions to describe pictures and events, explore sentence structure through *Colourful Semantics*, match fruit names to images, recall story events and sequence the story. 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 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



Hungry Caterpillar



Frog Life Cycle



Letter Sounds

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H

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



Attention Autism



Intensive Interaction

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Understanding of the World

Keywords

life cycle
caterpillar
butterfly
frog

growth
changes
different
match

sort
features
patterns
classify

In school we will be learning:

In our Understanding of the World curriculum, children will be exploring the world around them through hands-on experiences, play, and sensory activities, with a focus on early science and design and technology skills. Children will be introduced to living things and will begin to explore simple life cycles and how animals change over time. Children will be engaging with small world animals, exploring textures and features through tactile play and sensory resources. They will begin to notice similarities and differences between animals and will develop early classification skills by sorting and them based on simple characteristics, such as number of legs, body covering, or habitats. Alongside this, children will be introduced to design and technology through practical exploration of materials. They will be investigating how different materials feel and behave and will begin to explore ways of joining and combining them. Using tools such as glue, tape, and simple fixing techniques, children will be experimenting with building and creating, developing early problem-solving skills. These experiences will support children in developing curiosity, observation, early investigation skills, and an understanding of how things grow, change, and can be made.



At home you can:

Talk about how animals change (e.g. caterpillar to butterfly, egg to chick).
Look for insects, birds, or plants when outside and talk about what you notice.
Read books about animals and growing.
Play with toy animals and talk about their features (fur, feathers, number of legs).
Sort animals into groups (e.g. animals with wings, animals that live in water).
Make animal sounds and play guessing games ("What animal can you hear?").

Useful Websites



Butterfly



Frog



Life Cycle Craft

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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

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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 practise 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](#)



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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:

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. Helps children regulate their bodies and emotions before learning. Uses classroom exercise equipment—arriving on time ensures full participation.

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](#)

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