

# Heathfield PRIMARY SCHOOL



**CURRICULUM BOOKLET**

**RESOURCE BASE**

**SPRING 1**

# MATHS

## KEYWORDS

numbers  
digits  
1 to 1 correspondence  
shapes  
patterns

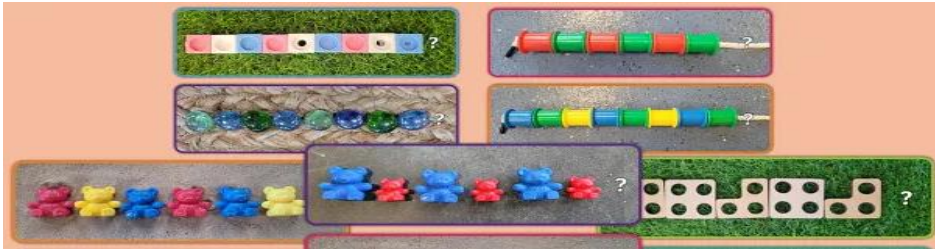
grouping  
objects

## IN SCHOOL WE WILL BE LEARNING

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

- numbers in digits
- different ways to represent a number
- objects that we can count with / along with / listen to being counted
- shapes
- different containers to measure mass and volume
- one to one correspondence via visuals or with an adult
- continuing or making patterns
- number rhymes up to 10
- watching Numberblocks and making Numberblocks
- grouping of objects in different ways

The focus this half term in the environment will be making patterns or continuing patterns.



## AT HOME YOU CAN

- Sing [number songs](#) with your child.
- Watch [Numberblocks](#) to build number understanding.
- Play [pattern games](#) online or make patterns with objects around the house.
- [Practise number bonds](#) from 5 to 10 (for JUG, HNH, SM)

## USEFUL WEBSITES



number song playlist



Numberblocks



pattern games

HAPPY HARDWORKING COURAGEOUS KIND



# LITERACY

## KEYWORDS

mark making  
ladder letters  
sounds  
letters  
books

horizontal  
vertical  
circular  
cross

## IN SCHOOL WE WILL BE LEARNING

This half term our theme is People Who Help Us. We have chosen carefully books which will help the children understand the people in society, and in their lives, who can and do help them.

We will be covering one book each week:

- You Can't Call an Elephant in an Emergency
- All Through the Night: The People Who Work While We Sleep
- What Do Grow-ups Do All Day?
- Mog the VET
- Doctorsaurus.

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. In the environment, we have letters to encourage sound recognition and a range of books to encourage reading for pleasure. Along with writing activities included in the role play area.

We are focusing on either mark making of horizontal, vertical, circular and crosses or ladder letters depending on your child's stage of writing. We are making sure the letters are started at the correct place and the shape is correct also.

l i t u j y

## AT HOME YOU CAN

- Read daily with your child and record it in their reading journal.
- Practice [mark making](#) to prepare for writing or [ladder letters](#).
- Listen to [stories](#) together with Makaton signs.

## USEFUL WEBSITES



mark making tips



ladder letters



Makaton stories

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H

# COMMUNICATION & LANGUAGE & PSED

## KEYWORDS

sit  
mummy  
daddy  
drink  
eat

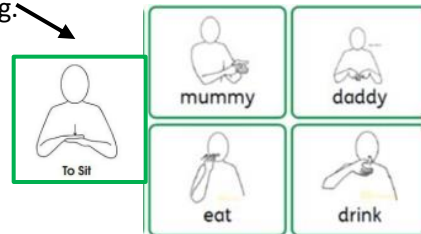
turn taking  
choices

## 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: good morning, good afternoon, more, finished, help and toilet but will also introduce the following.

Alongside this, we will be using objects of reference, picture cards and now and next board to aid communication and understanding.



We will be encouraging turn taking either in a pair with an adult or in a small group to help develop shared attention and concentration. This will be done via games or sensory activities. We will also be continuing using the attention bucket to achieve the same aim along with encouraging the use of the Makaton signs for more and finished during this time.

We will continue singing songs to learn the days of the week, months and body parts and songs about colours and numbers. We will also sing and follow actions for nursery rhymes by using our song bag. The song bag encourages them to choose an object that links to the song they want to hear or sing next. Promoting independence and showing preferences.

## 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](#).

## USEFUL WEBSITES



common Makaton signs



turn taking ideas

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# UNDERSTANDING OF THE WORLD

## KEYWORDS

people  
help  
jobs  
roles  
dentist

doctor  
vet  
nurse  
fire fighter  
police officer

farmer  
news reporter  
road worker  
refuge collector

## IN SCHOOL WE WILL BE LEARNING

This half term our theme is People Who Help Us. We have chosen role play areas that will help the children understand the people in society, and in their lives, who can and do help them.

In our role play area, we will be pretending to be on different weeks: doctor and nurses by creating a mini medical area; fire fighters by creating a fire station and police officers by creating a police station. Through these environments we will model through play what their roles and responsibilities are to help them understand how they help them within their own lives.

In our small world area, we will create a mini dentist, veterinary surgery, farm, mini newsroom and a street scene with road workers and refuge collectors. We will use the figures and props to model to the children through shared play what the roles and responsibilities of the people in those environments do to help them understand how they help them.



## AT HOME YOU CAN

- Point out and discuss people you see out and about with roles that help others in society. For example: doctors, police officers, firefighters, refuge collectors, road workers, bus drivers...
- Go to [Mini Brum](#) at the Think Tank to explore the different roles people have in our society.
- Together draw or write a thank you to someone who has helped you recently.
- Watch programmes like Fire Man Sam and discuss how he helps people.

## USEFUL WEBSITES



Mini Brum



Makaton for people who help us

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# EXPRESSIVE ART AND DESIGN

## KEYWORDS

large	clothes
people	objects
help	draw
cooking	paint
features	model

## IN SCHOOL WE WILL BE LEARNING

### **Cooking**

This term, we will be cooking every Friday. We will be making tasty toast, delicious dips and dippers, perfect plant salad and pleasing pasta. This will help develop fine motor skills with regards to chopping, buttering and stirring. We will also be discussing hygiene and safe ways to use equipment.

### **Large Scale Work and Representing People**

We will be focusing at least once a week on working at a large scale and representing people who help us. We will be drawing around each other in turns and then drawing and colouring in the different parts of the body. Making people out of shapes using different materials. Using boxes to create vehicles and objects people need to do their jobs that help our lives.



## AT HOME YOU CAN

- [Cook](#) together at home.
- Create art by [junk modelling](#).
- Draw pictures of your family together. Talk about the shape of their different parts of their body. Where do their eyes go?

## USEFUL WEBSITES



recipes for kids



junk modelling

HAPPY HARDWORKING COURAGEOUS KIND



# SENSORY

## KEYWORDS

listen  
smell  
feel  
see  
taste

process  
textures

## IN SCHOOL WE WILL BE LEARNING

### Listen

Dentist cleaning someone's teeth; refuge collection on the street, work men mending the road, sirens, waiting room, animals at a vets, farm noises and heartbeat.

### 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 expect a wider range of textures to feel and taste. We will still be using foam, different temperature items, different textured materials and water too. These sensory experiences will link to our topic, books, literacy or maths.

### Sensory Stories

From after Christmas, we are going to introduce 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. Widgets of up to 3 symbols will be added to the pages of the book we are reading to help aid all children in understanding the book better.



## 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.

## USEFUL WEBSITES



sensory activities



autism sensory videos

HAPPY HARDWORKING COURAGEOUS KIND



# PHYSICAL DEVELOPMENT

## KEYWORDS

actions	movement
space	balance
work safely	alerting
copy	organising
shapes	calming

## IN SCHOOL WE WILL BE LEARNING

### PE Lessons

We will be focusing on dance. Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children will be encouraged to choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. They will be encouraged to count to help them keep in time with the music.

### 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 an exercise area within the classroom.

### Fine Motor

Building the strength and flexibility in their hands will continue to be developed through mark making with a range of materials, hole punching, using pegs, sewing, beading, use of scissors and pincers. As well as our daily dough disco, where we shape playdough by signing and following instructions in songs.



## AT HOME YOU CAN

- Listen to music and encourage your child to move to the music or copy the [actions](#).
- [Count to the music](#) when listening to it. Helps you move in time to the music.
- Make a [sensory circuit](#) at home to help with regulation.

## USEFUL WEBSITES



action songs



counting to music



home sensory circuit

HAPPY HARDWORKING COURAGEOUS KIND

