

# Heathfield PRIMARY SCHOOL



**CURRICULUM BOOKLET**

**RESOURCE BASE**

**SPRING 2**

# MATHS

## KEYWORDS

numbers  
digits  
1 to 1 correspondence  
shapes  
patterns

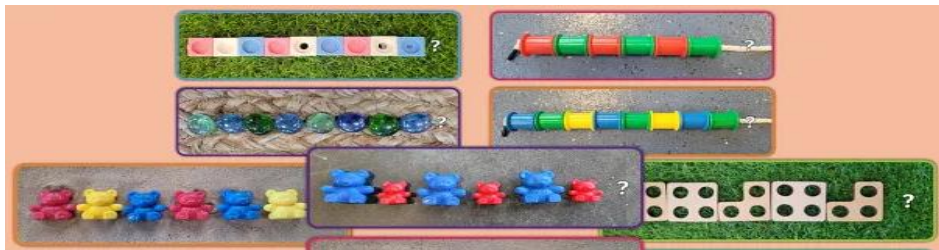
grouping  
objects

## 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 - the same as Spring 1 - 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](#) up to 10 using subtraction and addition calculations (for JUG, HNH, SM)

## USEFUL WEBSITES



number song playlist



Numberblocks



pattern games

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# LITERACY

## KEYWORDS

mark making  
curly letters  
sounds  
letters  
books

horizontal  
vertical  
circular  
cross  
same/different



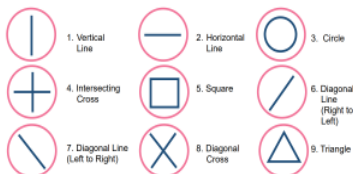
## IN SCHOOL WE WILL BE LEARNING

This half term our theme is 'Celebrating Differences'. We have chosen carefully a book which will help the children understand that nobody is the same and that is to be celebrated. We will be reading together: 'Along Came A Different' and 'The Same But Different Too'.

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:

- Building fine motor skills in preparation for beginning to make marks
- Practising pre-writing shapes in preparation for writing
- Practising tracing curly letters / words and independently writing them. We are making sure the curly letters are started at the correct place and the shape is correct also.



c a d o s  
g q e f

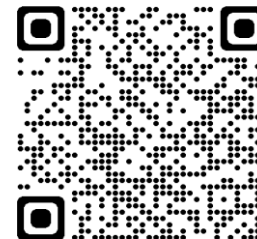
## AT HOME YOU CAN

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

## USEFUL WEBSITES



mark making tips



curly letters



Makaton stories

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# COMMUNICATION & LANGUAGE & PSED

## KEYWORDS

sit  
mummy  
daddy  
drink  
eat

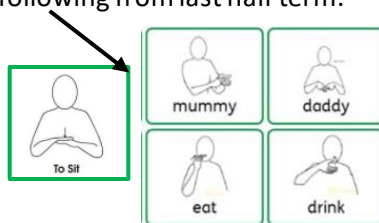
turn taking  
choices  
objects of reference  
Makaton

## 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 continue to introduce the following from last half term.

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, feelings, opposites 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](#).
- [Attention Autism ideas](#) for parents at home.

## USEFUL WEBSITES



common Makaton signs



turn taking ideas



How to do Attention Autism

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# UNDERSTANDING OF THE WORLD

## KEYWORDS

celebration	Muslim
differences	Eid
Mother's Day	Easter
Ramandan	Christain
Sikh	world

## IN SCHOOL WE WILL BE LEARNING

This half term our theme is 'Celebrating Differences'. We have chosen role play areas that will support the children to understand that people are different to each other and that should be celebrated.

In our role play area we will be role playing Mother's Day (by recreating part of a home), Ramandan activities at home (prayer mats, Quran bench, food), Sikh new year (decorating the home, 5 Ks), Eid (dinner, decorations, activities) and Easter (easter hunts, bonnets).

In our small world area we are going to create different, diverse communities from around the world by visiting different continents. We will be showing the children what the environment, houses, wildlife are like in different continents around the world.



## AT HOME YOU CAN

- Watch together a [book](#) being read with Makaton signing about differences and what makes you special.
- Look at the resources / videos on BBC Bitesize to learn together about different events people [celebrate](#).
- Look at the games / videos on BBC Bitesize to learn together about the [world](#).

## USEFUL WEBSITES



we are all different



celebrations



around the world

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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 scrummy scones, picturesque pizza, fabulous fruit salad, great green soup and brilliant bread. This will help develop fine motor skills with regards to chopping, grating, kneading 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 a diverse range of people. We will continue 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 junk materials to create objects important to different communities such as lanterns to help celebrate Eid.

### **Celebration Cards**

We will also, every week, be making a card to celebrate the event we are learning about that week in class. This will their writing, colouring, gluing, scissors and mark making skills.

## 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?
- Help your child with their [scissor skills](#) at home.

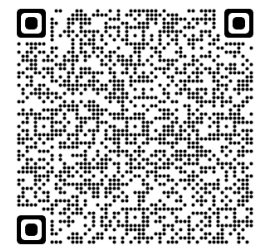
## USEFUL WEBSITES



recipes for kids



junk modelling



scissor skills

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# SENSORY

## KEYWORDS

listen  
smell  
feel  
see  
taste

process  
textures

## IN SCHOOL WE WILL BE LEARNING

### Listen

We will be exploring a range of different sounds that link to the different celebrations and communities we are looking at: call to prayer (Muslim), hymns (Christian), kirtan (Sikh), Mother's Day song and laughter of people enjoying each others' company.

### 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 except 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

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. Instead of this we may have made the characters so we can act out the story to the children. Widgets of up to 4 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

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# 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

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