Birchfield PRIMARY SCHOOL

Resource Base Curriculum Overview

Autumn 1.1

Teaching team:

Class Teacher: Miss Williams

Support Staff: Ms Kerslake, Mrs Mulla, Mrs Shaikh, Mr Ahmed, Ms Mazar, Ms Begum, Mrs Salako

SLT: Mrs McInerney

Uniform

Details of the school uniform are outlined below. If your child has any sensory needs in regards to clothing and/or shoes please speak to Miss Williams or Miss Simpson and reasonable adjustments can be made.

Expectations for school uniform

Our school's uniform

All students attending Birchfield Primary School are expected to wear:

- A charcoal-coloured sweatshirt or cardigan (*this item is available with a school logo on, but the branded option is not mandatory)*
- White polo neck t shirt/blouse/shirt
- Black/dark grey trousers or skirt
- Black shoes (trainers are not permitted)
- Purple book bag (*this item is available with a school logo on, but the branded option is not mandatory)*
- Water bottle (*this item is available with a school logo on, but the branded option is not mandatory)*
- In the warmer months there is also the option to wear black/ dark grey smart shorts or a purple/white gingham summer dress. These items are not branded.

P.E Kit

All students at Birchfield Primary School are expected to wear the following items when participating in P.E:

- Plain white polo t shirt (*this item is available with a school logo on, but the branded option is not mandatory*
- Black shorts/leggings/jogging bottoms
- Trainers

PE Days: Fridays

Children should come to school be wearing their PE kits. Details of what PE kit includes are detailed above.

Some children may also go to PE with their mainstream class. Which day this is will be communicated with parents individually.

Reading Diaries:

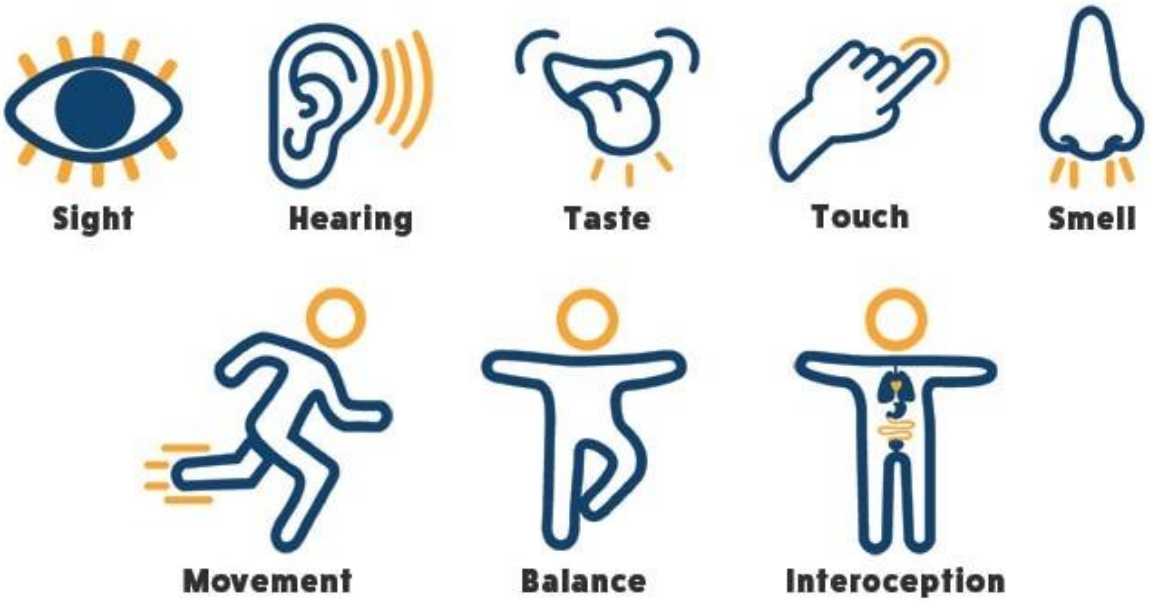
Your child will be given a reading book each Friday. Please share this book together throughout the week, returning it to school on Thursday so that it can be changed and returned on Friday.

Communication Books:

If you child has communication needs they will have a communication book. This must be filled in by a parent/carer daily as a way of communicating with staff how the morning/previous evening has gone. Staff will then comment in the book throughout the day so that you know the kind of day they have had.

This term our overall theme will be:

Senses



Reading, Writing & Phonics

This half term, our theme will be ' senses' We have chosen a range of books to develop children's understanding and we will be reading the stories 'Peace at last' and 'Rainbow fish'. We will read one on one and in small groups with each child daily by using sensory/ picture books or levelled reading texts, depending on their stage of reading.

In Writing, children following our pathway 1 and 2 programme will be focussing on gross and fine motor skills to ensure they are successful writers in the future. Children following pathway 3 and 4 will be using colourful semantics and our class text 'Peace at last' to develop their understanding of sentences and ability to recall and retell the story.

Every child within the resource base has personalised reading and writing targets that we are working towards as well as daily interventions personal to their stage of development.

Children will focus on some of the following dependent on their personal targets:

- Developing their fine motor skills.
- Develop initial letter formation using multisensory methods.
- Engage in Phonics activities including the use of phase 1 phonics, direct phonics and words first.
- Develop spelling skills for word and caption writing through the use of colourful semantics.

Makaton stories

Peace at Last

Rainbow Fish

Other useful links:

Phonics games

Sense: Sensory Play

Maths

This half term, we will be focussing on special awareness, number and counting. Each child has personalised targets based on their need and developmental stage and will be working towards these throughout the half term.

Children will focus on some of the following dependent on their personal targets:

- Rote counting to 10 and beyond
- Identifying more and less
- Completing inset puzzles
- Reading and ordering numbers
- Counting in multiples of 2, 5 and 10
- Identifying one more and one less
- Writing numerals as words

Useful links:

Singing Hands counting to 10

Numbers to 10 games

Counting in 2s, 5s and 10s



Counting and ordering numbers



Sensory Diet

A sensory diet is a plan of physical and sensory activities designed to help individuals, particularly children, regulate their nervous system and improve focus, organization, and emotional control.

Sensory room

Sensory rooms benefit individuals by providing a calm, controlled environment to improve emotional regulation, reduce stress, and foster focus and attention. These spaces also promote sensory, motor, and cognitive development, support communication skills, and serve as a safe place for social interaction and skill-building. All children have access to our sensory room regularly throughout the day.

Sensory Circuits

Sensory circuits are structured, 10-15 minute programs of physical activities that use alerting, organizing, and calming movements to help children achieve an optimal level of alertness for learning and daily tasks

Daily sensory activities

Our curriculum includes many opportunities for sensory activities and play throughout the day including the use of sensory bins, playdough, bubbles, sensory bags, sand and water play and many more.

Useful links

Young Minds UK

Sensory Circuits

Sensory activities