



Sheringham Woodfields School

Curriculum Information for Families 2026-2027

Theme: **Exploring Senses**

Term: **Autumn 1 Class: Seals**

Strand and Profile	Profiles in Class	Ideas for Home
Listening and Attention	As we start this new year, we will focus on learning our class routines, using our daily songs as cues and prompts. We will have daily listening and attention activities such as song time - choosing an action song/nursery rhyme and singing this together and we will start our attention autism sessions - what exciting things will be in the bucket today?!	We can sing my favourite songs at home; if you pause, do I recognise this and communicate for you to continue?
Communication and Literacy 1:1 Communication 1:1 Reading English - Talk for Writing Text: The Train Ride by June Crebbin	This half term we will be exploring the story 'The Train Ride'. We will use the concepts in the book as the focus for our communication and literacy sessions exploring what we can see . We will explore our individual PLG's and Communication/SaLT targets throughout the week during our listening and attention activities and autism attention sessions as well as during other play and learning times. Each week the children will have the opportunity to go to the library and choose a book to bring home and read with you as well as read 1:1 with an adult each week.	Please help me to look at my library book at home - I need to bring it back in my book bag each Friday. We can use our key vocabulary words at home - what can we see? I can see ... and then tell me what we can see. Do I follow your gaze, your pointing or your words?
Mathematics and Problem Solving Problem Solving, Maths, Computing: Transporting, Containing and Enclosing	Mathematics and problem solving will be explored in meaningful ways for the children in a variety of situations throughout our day and week. Our daily routines will help to build our understanding of number such as our photo register, counting plates at snack time, and our birthday calendar. We will also be making collections and grouping and sorting different items. During our play and learning times, we will be exploring play schemas such as transporting, containing and enclosing using a variety of sensory resources, containers, and water play and construction materials.	As we are getting dressed each morning and night we can count my legs and arms in and out of clothes, we can count how many people are eating dinner - how many plates or bowls will we need? We can explore schemas at home - packing bags for going out, playing hide and seek and making our own collections of things.
Personal Development PSHE and RSE focus: Recognising Emotions	The four strands of Personal Development are woven into all our sessions and are the foundation of our play and learning. We will spend this half term getting to know each other, building positive relationships and friendships and building strategies to remain regulated. Our daily routines, listening and attention activities as well as our play and learning times will support this and help us to learn to take turns, anticipate and wait. In our Friday afternoon sessions we will start to focus on the different emotions, how our faces look, how our bodies feel and link these to the zones of regulation.	Doing activities together can help build and develop my personal development. We can talk about how I am feeling we can look in the mirror and link what my body and face look like to how I feel - "I can see you are smiling, I think you are feeling happy"
Physical Development Ball Pool - Tuesday morning PE - Thursday afternoon.	Throughout the day, we will have many opportunities to be active outside in the playground using our bikes, trikes and scooters, footballs and the climbing frame and slide. We will go outside in all weathers. On a Tuesday morning, we have our ball pool session. The ball pool provides a safe space for small groups of children to explore whilst feeling safe and regulated. They are able to develop a variety of motor skills by climbing, jumping, lifting and moving the soft play blocks. They will be able to develop their social skills through exploring the space alongside their friends. The ball pool	As well as lots of time to be active, I also need time to rest and whilst I settle in to school and my new routines, I may be tired and need to rest a little more. I may also like to have a dance at home and show you some new moves I have learnt! We

PE, Physio, Physical Therapies: Dance – sensory movement.	can also help with sensory regulation by providing a safe space where the children can 'crash' into the balls. On a Thursday afternoon, the children will go with Cat to the SE room for PE where they will be focusing on dance and movement to music. As well as gross motor skills, the children will be developing their fine motor skills through daily activities such as playdough, mark making, sensory play and using a variety of tools such as scoops, spoons, tweezers, and rolling pins.	can put some music on and have a kitchen or lounge disco!!
Understanding the World History, Geography, Science, MFL, RE: Living things – human 5 senses. There will be immersive opportunities to explore Prayer and Worship for RE and Germany for MfL.	We will be exploring our senses this half term. What can we see? – using magnifying glasses, telescopes and binoculars, going for picture hunts around school and treasure hunts in the classroom and playground. What can we hear? – listening outside for aeroplanes and birds, playing listening games in our listening and attention sessions, making our own sounds in Expression and Creativity sessions. What can we smell? – using different scented playdough in our dough sessions as well as different aromas in our sensory trays. What can we feel? – Exploring a variety of sensory trays – how does it feel – hot, cold, wet, dry. We may start to look at what we like and do not like. What can we taste? – During snack and lunchtimes we may try some different foods such as marmite on a cracker!	We can go for a treasure hunt of our own – what can we see or hear? We can explore the garden or park, are there any new things for us to feel such as conkers or dry autumn leaves? We can explore new foods start by looking, touching, smelling and then maybe I can taste it?
Expression and Creativity Art, Music, DT: Exploring sensory/tactile art materials with whole body. (Texture and Pattern). Movement to music.	Art and craft, mark making, imagination and expression are woven into all our play and learning activities within Seals class. On a Monday afternoon, Hannah will lead our Expression and Creativity afternoons' where the children will explore sounds and music in the sensory room and explore texture, pattern and art materials in the classroom. Throughout the week, the children can play in the home corner and explore role playing, looking after the dolls and teddies and using their imaginations. We will be moving to music in our singing sessions and in our daily action songs.	We can explore making different sounds at home; we could use spoons and plastic pots to make drums! We can mark make at home too, or maybe we can pretend to be on a train by lining up some chairs and taking teddies for a ride!
Personalised Learning	All children will work towards their Personal Learning Goals throughout the week, developing communication through A Total Communication Approach, building understanding of routines, emotions and personal hygiene routines.	Please feel free to record your explorations on EFL, we'd love to see what you've been up to at home, alternatively if you have any queries please feel free to send me an email- rgabriel2kra@nsix.org.uk