

Forest Room Knowledge Content Document

	Autumn 1 7 weeks, 3 days	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 5 weeks	Summer 2 7 weeks, 2 days
Theme	Unique me!		Wildlife wanderers		Our world of weather	
	Letter formation					
Writing/ Grammar	Read Write Inc. Y4 – Red Y5/Y6 – Pink					
Reading/ Phonics	Read Write Inc. Y5/Y6 - Set 2 sounds Y4 – focus on blending set 1					
Maths	Y5/Y6 – Fluence Bee Y4					
	As per year group planner Plus- Pitch a tent Campfire, incl. fire safety Den building Forest school Weaving					
Visits/ Experiences/ Theme weeks	Stranger danger Dentist GP 999 service Hairdresser	Farm/ zoo visit? E-Safety Week, wb 11 th February Nelson St. Church				



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Science	<p>My body and senses Identify, name, draw, and label the basic parts of the human body – Children to label body activity.</p> <p>Recognise the five senses and associate each with the correct body part – Guess the smell, sounds taste activities.</p> <p>Explore how humans use senses to understand the world – Sense walk around the school</p> <p>Compare senses with animals (e.g., dogs smell, owls hearing).</p> <p>Key Vocabulary: body, head, arm, leg, eyes, ears, nose, mouth, skin, senses, taste, smell, hearing, touch, sight.</p> <p>UKS2 1:1 I know that my body will change.</p>	<p>Growing, Staying Healthy, and Uniqueness Growth timeline (baby → child → adult).</p> <p>Find out about the basic needs of humans (food, water, air, shelter) – Food sorting, healthy vs treats</p> <p>Describe the importance of exercise, balanced diet, and hygiene - Exercise experiments (heart rate before/after)</p> <p>Germ experiment (glitter/UV powder to show spread).</p> <p>Recognise what makes individuals unique (hair, eyes, fingerprints, abilities).</p> <p>Collect data: eye/hair colour survey or simple bar chart.</p> <p>Key Vocabulary: grow, change, healthy, exercise, diet, hygiene, unique, similar, different, offspring, adult.</p>	<p>Animals, habitats and life-cycles Animals and where they live.</p> <p>Farm animals and their young.</p> <p>Mini beasts and their homes.</p> <p>Life cycle of a butterfly.</p> <p>Animals in water (sea/pond)</p> <p>Key Vocabulary: Animal, habitat, young, life cycle, adult.</p> <p>Multi-Sensory Link</p> <p>Touch: Fur fabric, feathers, shells, playdough “eggs.”</p> <p>Sound: Animal noises, ocean sounds, farm sounds.</p> <p>Sight: Photos, picture symbols, real objects.</p> <p>Smell/Taste: Herbs (mint for gardens), hay/straw (farm), citrus (tropical fruit).</p>	<p>Plants I can find out what plants look like.</p> <p>I can explore what plants need to grow.</p> <p>I can name some different plants.</p> <p>I can plant my own seed and watch it grow.</p> <p>I can see how plants change and grow.</p> <p>Key Vocabulary: Plant, seed, bulb, grow, flower</p> <p>Multi-Sensory Links (for SEN)</p> <p>Touch: Soil, leaves, bark, petals.</p> <p>Sight: Watch a seed grow in a clear cup.</p> <p>Smell: Herbs (mint, lavender), flowers.</p> <p>Taste: Safe plants (fruit/veg – carrot sticks, strawberries).</p> <p>Sound: Nature sounds (wind, bees buzzing).</p>	<p>Weather and seasons I can group clothing for different weathers</p> <p>I can show/tell you what the weather is like today</p> <p>I can dress appropriately for the weather</p> <p>I can experience different weathers</p> <p>Light I can explore light and dark</p> <p>I know how to protect my eyes from the sun</p> <p>I can create a shadow with the natural sun</p> <p>I can create a shadow through light</p>



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Art	Unique Me Handprints – Everyone's hand print in unique. My feet on paper – foot prints using paint. Faces and feelings. My senses in paint.	Painting I can choose the correct colour I can explore mixing colours I know which size paintbrush I need I can mix a colour for a purpose	3D Modeling – Animals I can explore animal-themed materials I can copy one action (press/squeeze/feel) I can roll or press playdough. I can add one animal feature with support. I can connect two materials. I can to create a 3D animal model	Art linked to plants	Collage I can create a collage using natural materials I can create a collage using different resources I can choose my own resources I can cut objects accurately I can choose colours for purpose	

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	Mechanisms <i>Link to computing- produce a split-pin puppet of themselves with photographs of body parts (head, torso, two arms, two legs)</i> I can use scissors accurately I can get resources I can organise my puppet correctly I can use a join (split pins/tape/string) I can make my puppet move I can enhance a project I can follow instruction	Spring whole-class projects I can choose my own resources I can work as a team I can take turns I can make it stronger I can improve it <i>Den making</i> <i>Junk modelling</i> Textiles <i>Weaving with Touchstones</i>	Food Technology I can follow instructions I can prepare my work surface hygienically I can choose the foods I like I can use a knife for cutting and buttering I know how to cut food safely I can make my food look pleasing I can clean up after myself



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Geography	<p>My town – Rochdale I Know my home time is Rochdale I can recognise my home is in Rochdale I know Rochdale has a park I can recognise Rochdale Town Hall</p>		<p>I can recognise the union jack flag I can compare the union jack flags to other flags I can create my flag (pirate flag) I can look at a world map and identify the UK I can create my own map</p>
History		<p>I can identify a photograph of myself when I was younger I can sequence ages and stages of humans and animals I can name our King I can identify our King I can sort new and old objects/ photographs of objects</p>	
Music	<p>In- line with peers in class where appropriate When not- Kapow Year 1 Clapping and singing nursery rhymes Percussion boxes/ steel drums/ boomwhackers</p>		
PE	<p>In- line with peers in class where appropriate Planned and assessed by EA</p>		
PSHE & RSE	<p>I feel safe in school I know the difference between kind and unkind hands I know what rules I must follow in my classroom I can share and take turns with my peers I know what rules and laws people must follow outside of school I know who keeps us safe I know why I must cross the road safely <i>Practise crossing the road/ green cross code- Stop, Look, Listen, Think sequence</i> UKS2 1:1 I know that my body will change I know how to manage these changes with support <i>Puberty, deodorant, personal hygiene etc.</i></p>	<p>Self Identity I have a sense of belonging (family/friends) I am happy coming to school I can form positive relationships I can follow my routine I know how to keep myself clean and hygienic I know which foods are healthy and I should eat lots of I know which foods are unhealthy and I should eat less of I know how to keep my teeth clean and why it is important I know who keeps me healthy I am proud of who I am I am proud of what I can achieve</p>	<p>I can identify and name my emotions and how I feel I know the underpants rule https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/puppet?Social stories and appropriate books</p>



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RE

I know which faith I belong too
I know there are other faiths
I can follow a religious story *Christmas*
I can compare places of worship *Mosque and church*
I can celebrate religious festivals. *Cards, festivals, food, presents. Christmas and Eid*

