

# 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 <sup>th</sup> February Nelson St. Church			



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Science	<p><b>My body and senses</b> 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><b>Key Vocabulary:</b> 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><b>Growing, Staying Healthy, and Uniqueness</b> 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><b>Key Vocabulary:</b> grow, change, healthy, exercise, diet, hygiene, unique, similar, different, offspring, adult.</p>	<p><b>Animals, habitats and life-cycles</b></p> <p>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><b>Key Vocabulary:</b> Animal, habitat, young, life cycle, adult.</p> <p><b>Multi-Sensory Link</b></p> <p><b>Touch:</b> Fur fabric, feathers, shells, playdough “eggs.”</p> <p><b>Sound:</b> Animal noises, ocean sounds, farm sounds.</p> <p><b>Sight:</b> Photos, picture symbols, real objects.</p> <p><b>Smell/Taste:</b> Herbs (mint for gardens), hay/straw (farm), citrus (tropical fruit).</p>	<p><b>Plants</b> 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><b>Key Vocabulary:</b> Plant, seed, bulb, grow, flower</p> <p><b>Multi-Sensory Links (for SEN)</b></p> <p><b>Touch:</b> Soil, leaves, bark, petals.</p> <p><b>Sight:</b> Watch a seed grow in a clear cup.</p> <p><b>Smell:</b> Herbs (mint, lavender), flowers.</p> <p><b>Taste:</b> Safe plants (fruit/veg – carrot sticks, strawberries).</p> <p><b>Sound:</b> Nature sounds (wind, bees buzzing).</p>	<p><b>Weather and seasons</b></p> <p>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><b>Light</b></p> <p>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	<b>Unique Me</b> Handprints – Everyone’s hand print in unique.	<b>Painting</b> I can choose the correct colour	<b>3D Modeling – Animals</b> I can explore animal-themed materials	Art linked to plants	<b>Collage</b> I can create a collage using natural materials	
	My feet on paper – foot prints using paint.	I can explore mixing colours	I can copy one action (press/squeeze/feel)		I can create a collage using different resources	
	Faces and feelings.	I know which size paintbrush I need	I can roll or press playdough.		I can choose my own resources	
	My senses in paint.	I can mix a colour for a purpose	I can add one animal feature with support.		I can cut objects accurately	
			I can connect two materials.		I can choose colours for purpose	
			I can to create a 3D animal model			

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	<b>Mechanisms</b> <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	<b>Spring whole-class projects</b> 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>  <b>Textiles</b> <i>Weaving with Touchstones</i>			<b>Food Technology</b> 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	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		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
History		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	
Music	In- line with peers in class where appropriate  When not- Kapow Year 1 Clapping and singing nursery rhymes Percussion boxes/ steel drums/ boomwhackers		
PE	In- line with peers in class where appropriate  Planned and assessed by EA		
PSHE & RSE	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> <i>UKS2 1:1</i> <i>I know that my body will change</i> <i>I know how to manage these changes with support</i> <i>Puberty, deodorant, personal hygiene etc.</i>	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	I can identify and name my emotions and how I feel I know the underpant rule <a href="https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/">https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/</a> <i>puppet? Social stories and appropriate books</i>



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