

The Woods **Exploratory & Investigative** Learners
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
2025 - 2026	There is only one me!	Celebrate with us!	It is cold out there!	Happily Ever After!	Seeds, Soil, Water and Sunshine	Rumble in the jungle
2026- 2027	The magical me!	Brrr, it's getting cold	Wheels, wings and water	Rhythm and Rhyme	Down at the bottom of the garden?	Fun at the Farm
2027 - 2028	Unique me!	Who lives there?	Ready, steady, go!	Day and night adventures	Magical Stories (growing)	Commotion in the Ocean
Attention Autism	See separate planning					
English Reading/ Phonics	English through a sensory story/colourful semantics Early phonics teaching Set 1 sounds through real objects and RWI flashcards / Set 2/3 RWI Phonics					
Maths	Early maths through songs and Rhymes following the foundation Maths for life					
LOC/ Outdoor and Adventurous	Climbing- Bouldering wall Planting Field/ wildlife area Archery Cycling Fieldwork Mini Splash (Y3) / paddle sports Forest School Nb. Assessed on children's individual needs/ risk assessment					
Visits/ Experiences/ Theme weeks	Sport and Diversity Week- Sit-on-top kayaks, walking Moorland Home experience days Residential experiences in line with peers (Parent's choice, risk assessed with school) Farm/ zoo visit Nelson St. Church / Christ Church / Healy Church Visits from touchstones					



Communication & Interaction	This term, our focus is on building secure, trusting relationships as the foundation for communication and interaction. Children are supported in forming new relationships with adults and peers, and we help them become familiar with their daily routines to promote confidence, safety, and predictability. For children who have previously attended our Woods provision, we will encourage them to broaden their trusting relationships with a wider range of adults. These children will also support new learners by modelling classroom routines, helping to create a calm and familiar environment for all. Individual communication targets—based on SaLT guidance and EHCP outcomes—are embedded throughout the timetable to ensure meaningful, consistent practice across the day. Children are encouraged to use their preferred method of communication—whether verbal, gesture-based, using visuals, signs, AAC or objects of reference—more independently, with reduced adult prompting. Across the day, we aim to enhance their ability to follow routines with less adult input, demonstrating increased engagement, anticipation and self-regulation. For those who are ready, we build on their progress in Attention Autism: Attention Autism stage 4. "Focus and Shift," encourages independent, creative or academic tasks based on a previous adult demonstration. Children watch a short, motivating demo, then complete their own activity, promoting sustained attention, communication and transitioning back to the group Children will also continue to have access to TACPAC as part of their routine within our quiet sensory space. TACPAC (Touch and Communication) is a structured, therapeutic sensory intervention that pairs specially composed music with specific, consistent touch. It aims to support communication, sensory regulation and relationship-building for children with sensory processing differences, complex needs or autism. Sessions typically last around 30 minutes and involve a <i>giver</i> and <i>receiver</i> using simple, everyday objects to build trust, connection, anticipation and shared communication moments. Through this continued and extended approach, we aim to strengthen each child’s communication, interaction, emotional security and engagement, ensuring that progress from the Autumn term is maintained and further developed in a nurturing, sensory-aware environment. As part of preparing children for the next stage in their learning journey, we also begin the transition process during this term. This includes meeting their new teachers, visiting their new classroom, exploring new spaces at a pace that suits them and beginning to form trusting relationships with new adults. This early, carefully supported transition work helps reduce anxiety, build familiarity and ensure children feel safe and confident as they approach the next academic year. Through these continued approaches—embedding routines, strengthening communication, supporting shared attention and fostering independence—we aim to ensure each child progresses in their communication, interaction and emotional readiness for transition.
-----------------------------	---



The Woods Exploratory & Investigative Learners

Knowledge Content Document

Science 2025 - 2026	Humans Do they know what they look like? Do they know the different parts of their body? (Head, shoulders, arms, legs, stomach, elbows, hands, feet, eyes, nose, mouth, teeth, ears, face, knees, fingers, toes, tongue) (Skull, brain, skin, bones, muscles) Do they understand why they have teeth and how to keep them healthy?	Material – Man made Can they explore different materials? Do they know the name of different materials? (Wood, Plastic, Glass, Metal, Rock, Fabric) Can they name the texture of different materials? (Hard, Soft, Stretchy, Smooth, Shiny) Can they choose different materials (to use various materials to create their own Christmas card – Linked to DT)	Weather and seasons Can they show/tell you what the weather is like today? Are they happy to explore different weathers outside? Do they dress appropriately for the weather? Do they explore different aspects of the weather? (Ice, different leaves) (Frozen, melting)	Light / Dark Do they explore light and dark? Can they use a torch? Can they create a shadows using different sources of light?	Plants Do they show an interest in different plants, flowers and trees? Can they plant a seed/s? Can they investigate what a plant needs for life and growth? (Grow own plant) Can they explore/identify new growth? (Spring) Can they label the parts of a plant?	Wild animals Do they show an interest in different wild animals? Can they group animals together? Do they show an interest in where wild animals might live? Do they know the names of different wild animals?
Science 2026 - 2027	Humans Do they know what their different senses are used for? Taste, Smell, Vision, Touch Hearing – Explore Taste, Smell, Vision, Touch Hearing – Explore/Name Can they Taste Taste/sort healthy/non healthy foods? Do they know what they like/do not like? Do they know what their body needs to be healthy? Can they sort food groups?	Weather and seasons Can they show/tell you what the weather is like today? Are they happy to explore different weathers outside? Do they dress appropriately for the weather? Can they explore different aspects of the weather? (Ice, different leaves) (Frozen, melting, ice, water, solid, fluid)	Forces & Magnets Can they explore how things move on different services? (Push, Pull, Surface) Can they explore which materials are magnetic? (Magnetic/non-magnetic, attract, repel) Can they explore different magnets? Can they group magnetic and non-magnetic materials?	Living things - egg Do they observe a living animal? (ducks/chicks in EYFS) Do they know the different parts? Can they communicate the texture of different materials (Hard, Soft, fluffy, Smooth)	Plants/ Mini Beasts Do they explore the different plants, flowers and trees that would attract a mini beast? Do they show an interest in different mini beasts? Do they explore where a mini beast might live? Can they observe how animals change? (butterflies/ frog spawn in pond) Can they create a life cycle? Can they identify different mini beasts? Do they know the different parts of the mini beast? – wings, legs	Farm animals Do they show an interest in different farm animals? Can they group animals together? Do they show an interest of where farm animals live? Do they know the names of different farm animals?
Science 2027 - 2028	Humans Can they name and label body parts? Can they name their emotions? (link to PSHE) Do they know how to look after their body? Hairdresser, dentist, doctor, hospital etc. (Link to PSHE and DT) UKS2 1:1 I know that my body will change.	Animals and habitats Do they show an interest in different animal habitats? (Arctic, woodland) (Frozen, snow, melting, ice, water, solid, fluid)	Sound Can they explore how objects make sounds? Can they explore how their body can make sounds? Can they explore different sounds inside? Can they explore different sound outside? Can they link sounds to objects?	States of matter Can they explore liquids? Can they explore solids? Can they observe the changing state of some materials when they are heated or cooled? Can they talk about what they see/observe?	Plants that feed us Can they explore the different food that is grown using their senses? Can they grow their own food? Do they communicate which food they like/do not like? Can they name different parts of the plant/food?	Sea Creatures Do they show an interest in different sea creatures? Can they group sea creatures together? Do they show an interest where sea creatures would live? Do they know the names of different sea creatures?



The Woods **Exploratory & Investigative Learners**
Knowledge Content Document

Art	Printing Can they use their body to print? Can they explore printing using different resources? Can they choose an object to print with? Can they create a printing block? Can they use their block to print? Can they print for a purpose?	Collage Can they create a collage using natural materials? Can they create a collage using different resources? Can they choose their own resources? Can they cut objects accurately? Can they choose colour for purpose?	3D Can they create a 3D structure using different materials?	Textiles Can explore different materials? Can join different materials together? Knowledge Do they show an interest in different artists? Can they recreate an artist’s work	Painting Can they choose the correct colour? (match to seasons) Can they explore mixing colours? Do they know which size paintbrush they need? Can they mix a colour for a purpose?	Sketch Can they sketch something they like? Can they sketch outside in nature? Can they use different pencils? Draw Can they show different facial expressions in their drawings? Can they draw a real plant/flower?
DT	Design phase (for all projects) Group	Make phase (for all projects) Individually	Evaluate phase (for all projects) As a group			
	Food Technology Can they make sure they are clean? Can they follow instructions? Can they prepare their work surface hygienically? Can they use a knife for cutting and buttering? Do they know how to cut food safely? Can they clean up after themselves? Can they choose their own ingredients? Can they make their food look nice? Can they explore different foods?	Structures Can they construct for a purpose (boat, car etc) Can they use papier mache?	Plants Can they grow a plant from a seed? Can they grow our own food? Food Technology Can they help make a fruit salad? Textiles Can they use different joins to create their own plant? Can they use different joins to create a shadow puppet? Can they create a team badge for Sports Diversity Week?			
Theme	Do they recognise their own house? Do they recognise themselves in past pictures? Can they create a timeline of themselves? Can they create a map? Can they follow positional language? Do they show an interest in different places? Do they show an interest in Earth’s Natural Wonders?		Can they sort animals from hot/cold countries? Can they communicate understanding of different weathers? Can they sort vehicles to how they travel (land, sea, air) Can they sort animals from the past/now? Do they show an interest in prehistoric animals? Do they show an interest in some fossils?		Do they show an interest in travel? (transport/beach/Moorland Home) Do they show an interest in the ocean? Can they sort land/sea mammals? Can they build a sandcastle? Do they understand and manage sun safety, such as applying suncream or wearing a hat? Do they show safety in water? Moorland Home Can they explore a different setting?	
Music	In- line with peers in class where appropriate using the Kapow music scheme. Throughout the year exposure to various songs linked to their topic Percussion boxes/ steel drums/ boomwhackers Every Wednesday Shabang					



The Woods **Exploratory & Investigative Learners**
Knowledge Content Document

Computing	Creating media - Digital music Can I show how music makes me feel? Can I choose my favourite music? Can they experiment with sound using a computer? Can I use a computer to create a musical pattern? Creating media - Digital photography Can I use a digital device to take a photograph? Can I use tools to change an image?	Computing systems and networks – IT around us Can I show an interest in the different technology around me? Can I use the different technology in my classroom? Can I choose technology for purpose? (torches, lpads) Can I navigate a computing device? Can I use a computer program?	Programming Do I show an interest in robots? Can I instruct a robot to move? Do I know how to follow verbal instructions? Can I follow pictorial instructions?
-----------	--	---	--



Physical & Sensory Physical Development	Physical and sensory development is embedded throughout our provision to support body awareness, sensory regulation, fine and gross motor development, and confidence in movement. We use TACPAC, a sensory communication resource combining touch and music, to develop communication skills, sensory preferences, and bodily awareness. These sessions help pupils understand their own sensory needs, build trusting relationships and engage in meaningful shared experiences. We also deliver weekly bespoke sensory PE sessions run by our PE Team and designed specifically for pupils with SEND who require targeted support with sensory processing and vestibular regulation. Bespoke PE Lessons for Children With SEND: Sensory & Vestibular-Focused Provision Our bespoke PE lessons prioritise functional movement, body awareness, and sensory regulation, ensuring every child can participate meaningfully and confidently. Key Aims • Support sensory processing needs, including proprioception, tactile input and spatial awareness. • Strengthen the vestibular system to develop balance, coordination and postural control. • Reduce sensory overload and increase regulation for improved engagement. • Build motor skills through structured, scaffolded activities tailored to each child’s developmental stage. • Promote confidence, independence and enjoyment of movement and physical play. Inclusion in Year-Group PE Sessions Some learners will also attend PE sessions with their year-group peers, providing opportunities for inclusion, shared play and exposure to new physical experiences. However, for some pupils, the large hall, echoing acoustics and increased noise levels can cause sensory overload, making participation challenging. We therefore consider each child’s individual sensory profile and regulate involvement accordingly. Adjustments may include: • Shorter participation times • Alternative quieter spaces • Adult-supported regulation breaks • Or replacing the session with bespoke sensory-focused PE This ensures PE remains a positive, safe and successful experience for all children. Daily Physical & Sensory Experiences Beyond structured PE, pupils also have access to: • Daily outdoor learning, promoting gross motor development and sensory regulation. • Pen Disco, strengthening fine motor skills needed for mark-making and early writing. • Activities recommended through professional advice such as Occupational Therapy and NOTES guidance. • The Daily Mile Forest School & Outdoor Adventurous Learning Children participate in a weekly Forest School session, led by trained practitioners, building resilience, gross motor confidence, problem-solving and emotional regulation through nature-based exploration. Pupils also join their year-group peers for additional outdoor learning opportunities, where appropriate, including: • Fieldwork • Climbing • Archery • Paddle sports • Swimming These activities are tailored to each child’s needs to ensure success, safety and meaningful engagement.
--	---



The Woods **Exploratory & Investigative Learners**
Knowledge Content Document

Social, Emotional & Mental Health	Personal, Social and Emotional Development is embedded throughout every part of the day, as <i>in-the-moment</i> learning is the most meaningful and impactful for our experiential learners. At the start of each academic year, we place a strong emphasis on supporting children with separation from their families, particularly those who are new to Greenbank or who find goodbyes difficult. Staff use a calm, predictable and highly nurturing approach to help pupils transition into the school day, building safety, trust and emotional security from the very beginning. All our experiential learners start each day within their main year-group classroom alongside their peers. This supports relationship-building with their class teacher and peers, helps them become familiar with the classroom environment and promotes a sense of belonging. It also ensures early exposure to their future transition destination, making adjustment smoother and reducing anxiety. When appropriate and achievable without causing distress, pupils may also engage in short cognition and learning opportunities within their year-group classroom, allowing them to experience success in a familiar space. Children’s social and emotional development is of high importance, and we look carefully at each child’s individual needs. Some pupils may require a soft start to the morning—arriving slightly later—or may benefit from finishing the day a little earlier to support emotional regulation. These adjustments are always based on the child’s needs, agreed in partnership with families and reviewed continuously to ensure they remain supportive and appropriate. Our thematic focus in autumn term is on being “healthy,” with daily supported self-care sessions where children develop independence with tooth brushing, handwashing, and other self-help routines. Each pupil has personalised targets in this area that are reviewed daily and embedded throughout the day. Emotional development remains a key priority. We use elements of Intensive Interaction, visual supports and sensitive adult co-regulation to help pupils understand and manage their feelings. Children are encouraged to recognise adults as sources of comfort and regulation and to develop meaningful, positive interactions with others. Each Friday, we celebrate weekly achievements during our joyful Friday Celebrations, with cheering, music and dancing—building confidence, shared enjoyment, and community. Throughout the week, adults support pupils in developing their own preferred regulation strategies, promoting independence in accessing spaces that help them feel calm, safe and ready to learn. Pupils access our two dedicated sensory spaces: • Quiet Sensory Space: A calming room with low lighting and soft furnishings, designed for gentle sensory input, emotional regulation and decompression. • Active Sensory Space: A dynamic area offering movement-based vestibular and proprioceptive input, including spinning, swinging, bouncing and tactile exploration—ideal for children who regulate through active sensory experiences. Through these approaches, we aim to nurture each child’s emotional security, resilience, independence and confidence, supporting their readiness to learn and participate in all aspects of school life.			
	PSHE & RSE	Assessed across the year Do they have a sense of belonging? (family/friends) Are they happy to come to school? Do they form positive relationships? Can they follow their routine? Can they follow some rules to keep safe? Do they keep themselves clean and hygienic? Do they eat a variety of healthy foods? Do they know how to keep their teeth healthy? Are they proud of who they are? Are they proud of what they achieve?	Do they follow the classroom rules? Can they share and take turns with their peers? Do they understand the rules and laws people must follow outside of school? Do they know who keeps us safe? Do they know who can help them? Do they know how to ask for help? Do they know how to cross the road safely? <i>Practise crossing the road/ green cross code- Stop, Look, Listen, Think sequence</i>	Can they be distracted? Can they manage their emotions? Can they identify and name emotions? Do they know the underpant rule? https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/ <i>Use of a puppet Social stories and appropriate books</i> Residential Am I confident to stay at residential?
RE	Do we show an interest in a religious story? <i>Christmas</i> Do we show an interest in places of worship? <i>Mosque and church – linked with home</i> Do we celebrate religious festivals? <i>Cards, festivals, food, presents. Christmas and Eid</i>			

