

Woodland Room Knowledge 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	
		Walk				
Reading/ Phonics	Read Write Inc. Set 1 and Set 2 sounds Orally blending					
Maths	White Rose- Nursery					
	As per year group planner Plus- Pitch a tent Campfire, incl. fire safety Den building Forest school Weaving					
Visits/ Experiences / Theme	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>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</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>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	<p>Unique Me Handprints – Everyone’s hand print in unique.</p> <p>My feet on paper – foot prints using paint.</p> <p>Faces and feelings.</p> <p>My senses in paint.</p>	<p>Painting I can choose the correct colour</p> <p>I can explore mixing colours</p> <p>I know which size paintbrush I need</p> <p>I can mix a colour for a purpose</p>	<p>3D I can create an animal-like object from malleable materials <i>Dough → clay</i> I can decorate my 3D model</p>	<p>Art linked to plants</p>	<p>Collage I can create a collage using natural materials</p> <p>I can create a collage using different resources</p> <p>I can choose my own resources</p> <p>I can cut objects accurately</p> <p>I can choose colour for purpose</p>	
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DT	<p>Design phase (for all projects) Group</p> <p>Make phase (for all projects) Individually</p> <p>Evaluate phase (for all projects) As a group</p>					
	<p>Food Technology I can make sure I am clean I can follow instructions I can prepare my work surface hygienically I can use a knife for cutting and buttering I know how to cut food safely I can clean up after myself I can explore different foods</p>		<p>Food Technology I can choose my own ingredients I can make it look nice</p>	<p>Structures I can construct for a purpose (Bug hotel/plant pots) I can use papier mache</p> <p>Plants I can grow a plant from a seed We can grow our own food</p>	<p>Textiles I can use different joins to create a shadow puppet I can create a team badge</p>	

Theme	<p>I can recognise my own house I can create a map I can follow positional language I can recognise myself in past pictures I can create a timeline of me I can look at different places I can show an interest in volcanos</p>	<p>I can explore prehistoric animals I can sort animals from the past/now I can show an interest in prehistoric animals I can show an interest in some fossils</p>	<p>I can show an interest in holidays (transport/beach) I can pack a suitcase I can build a sandcastle I know how to keep safe in the sun I can keep safe in water</p>
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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 have a sense of belonging (family/friends) I am happy coming to school I can form positive relationships I can follow my routine I can follow some rules of staying safe outside 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 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 who can help me I know how to ask for help I know why I must cross the road safely <i>Practise crossing the road/ green cross code- Stop, Look, Listen, Think sequence</i>	I can identify and name my emotions and how I feel I know the underpant rule https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/ <i>puppet? Social stories and appropriate books</i>
RE	I can follow a religious story <i>Christmas</i> I can show an interest in places of worship <i>Mosque and church</i> I can celebrate religious festivals. <i>Cards, festivals, food, presents. Christmas and Eid</i>		

