



Scheme of Work		
Years: 1&2	Title: Special to Us	Weeks: 5 weeks
<p>Rationale: This unit builds directly on pupils' early learning behaviours, classroom routines and prior experiences by using the theme of Special to Us as a meaningful vehicle for knowledge acquisition, communication and personal development. The unit is deliberately structured so that pupils encounter new vocabulary, practise early disciplinary thinking and apply knowledge through purposeful outcomes.</p> <p>Pupils learn to:</p> <ul style="list-style-type: none"> engage with explicit teaching and guided practice use new vocabulary in spoken and practical contexts ask and answer simple questions apply knowledge through creative, practical and written outcomes develop confidence, independence and positive participation make links between lead subjects and wider application subjects <p>This unit demonstrates a broad and balanced integrated curriculum in which subject integrity is preserved. Each lead subject has clear core knowledge, disciplinary knowledge and secure end points, while application subjects give pupils additional opportunities to revisit and apply what they know.</p> <p>For SEMH learners, the unit is delivered through predictable routines, clear modelling, scaffolded tasks, visual supports, vocabulary rehearsal, emotional check-ins and regulation-aware teaching. Adaptation supports access to ambitious learning rather than reducing the curriculum expectation.</p>		
<p>Adaptive Teaching</p> <p>Examples of adaptation within this unit include:</p> <ul style="list-style-type: none"> visual timetables and now/next supports vocabulary pre-teaching and rehearsal sentence stems and modelling chunked instructions and reduced cognitive load oral rehearsal before recording ideas alternative recording methods (drawing, practical outcomes, verbal responses) sensory and movement opportunities where needed emotional check-ins and regulation support <p>Challenge and Greater Depth Opportunities</p> <p>Pupils demonstrating secure understanding may be challenged through:</p> <ul style="list-style-type: none"> increasingly independent application of learning deeper questioning and higher-order thinking interpretation and evaluation of evidence more sophisticated use of disciplinary and subject-specific vocabulary extended reasoning and justification of ideas leadership, collaboration and peer-support opportunities greater complexity within written, practical and presentation outcomes opportunities to make connections across subjects and contexts compare experiences, traditions and communities 		



<ul style="list-style-type: none"> • explain why people value different people, places and experiences • justify ideas using stories and personal experiences 	
<p>Hook: Pupils are introduced to Special to Us through an immersive classroom experience using objects, images, story, discussion, sensory exploration or practical challenge. The hook is designed to build curiosity, reduce anxiety around new learning and give pupils an immediate reason to communicate, question and explore.</p> <p>Opening challenge: Can you become a Year 1 expert and create something that helps other people understand what you have learned?</p>	<p>Writing Outcomes: By the end of the unit pupils will:</p> <ul style="list-style-type: none"> • orally rehearse ideas before writing • write labels and captions linked to people, relationships and celebrations • sequence and write simple sentences about experiences and stories • create simple descriptions of people, feelings and things that are special • compose a short explanation or personal response linked to what is important to them • edit and improve work with adult guidance
<p>Outcomes: By the end of the unit pupils produce:</p> <ul style="list-style-type: none"> • a child-led collective worship or celebration presentation shared with families and visitors • a collection of spoken, practical and written learning evidence • vocabulary-rich classroom display work • a shared outcome presented to an audience 	<p>Success Criteria By the end of the unit most pupils will be able to:</p> <ul style="list-style-type: none"> • use topic vocabulary within discussion and learning activities • identify and describe things that are special to themselves and others • compose and record simple sentences with support • apply taught phonics within reading and writing activities • participate in oral storytelling and discussion • communicate learning confidently through a final outcome
<p>Secure End Point</p> <p>Pupils can:</p> <ul style="list-style-type: none"> • explain why people, places and events are important • describe similarities and differences between families and communities • use appropriate vocabulary linked to belonging and relationships • communicate understanding independently 	
<p>Common Misconceptions</p> <ul style="list-style-type: none"> • all families look the same • everyone celebrates the same things • objects can be special • different means wrong • everyone has the same experiences 	<p>Sticky Knowledge (Non-negotiable Learning)</p> <p>By the end of the unit pupils will know:</p> <ul style="list-style-type: none"> • people have things, traditions and relationships that are important to them • families and communities can be similar and different • celebrations can have meaning



- people should respect differences
- vocabulary helps us explain experiences and beliefs

Retrieval Opportunities

- Recall learning about identity and relationships from *Uniquely Me*
- Revisit vocabulary: special, celebration, community

Week 1 - prior knowledge discussion

Week 2 - recall key vocabulary

Week 3 - identify and discuss special people and celebrations

Week 4 - compare experiences and beliefs respectfully

Week 5 - explain learning using topic vocabulary

Prior Learning

Pupils revisit and apply learning from *Unit 1: Uniquely Me*:

Reading

- discuss new vocabulary
- listen and respond to stories and texts
- predict simple ideas from images and discussion

Writing

- compose ideas orally before writing
- write labels, captions and simple sentences
- communicate personal ideas through writing

Grammar and Punctuation

- capital letters
- full stops
- finger spaces

Spoken Language / Oracy

- take turns in discussion
- answer simple questions
- communicate ideas aloud

Spelling

Pupils apply:

- phonemes and graphemes taught through Read Write Inc.
- common exception words appropriate to Year 1

Grammar and Punctuation Focus

Pupils develop:

- capital letters
- full stops
- finger spaces



<ul style="list-style-type: none"> • topic vocabulary linked to belonging, relationships and celebrations • oral segmenting and blending strategies • spelling through repeated reading and writing opportunities 	<ul style="list-style-type: none"> • sentence demarcation • simple adjectives • conjunctions including <i>and</i> • oral sentence rehearsal before recording ideas • oral rehearsal of longer sentences
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<p>Computing Integration</p> <p>Pupils learn to:</p> <ul style="list-style-type: none"> • use digital tools to record information about important people and celebrations • organise information using pictures and labels <p>Computing NC coverage:</p> <ul style="list-style-type: none"> • organise digital content • digital communication 	
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<p>Independence</p> <p>Pupils move from:</p> <ul style="list-style-type: none"> • adult-led exploration and heavily modelled responses • supported emotional regulation during new or unfamiliar learning • using vocabulary mainly through repetition and guided talk • needing support to organise materials, ideas and responses <p>To:</p> <ul style="list-style-type: none"> • increasingly independent participation in discussion and practical learning • using topic vocabulary with greater confidence • selecting resources and applying learning with reduced prompting • sharing outcomes with pride and beginning to reflect on progress <p>By the end of the unit pupils can:</p> <ul style="list-style-type: none"> • recall key vocabulary and simple sticky knowledge • explain what they have made, found out or learned • participate in a purposeful final outcome • show increased confidence, communication and independence 	<p>Thinking</p> <p>This unit develops:</p> <ul style="list-style-type: none"> • communication and listening • observation and noticing • comparison and classification • creative thinking • early reasoning and explanation • self-reflection and emotional awareness <p>Cognitive progression</p> <p>Week 1: Knowledge Launch - Pupils focus on introducing the topic, establishing prior knowledge, teaching key vocabulary and engaging pupils through practical exploration.</p> <p>Week 2: Knowledge Building - Pupils focus on developing core concepts through explicit teaching, modelling, guided practice and structured discussion.</p> <p>Week 3: Application - Pupils focus on applying new knowledge through practical, creative, spoken and written outcomes.</p> <p>Week 4: Deepening - Pupils focus on deepening understanding through comparison, questioning, collaboration and independent practice.</p> <p>Week 5: Outcome Preparation - Pupils focus on preparing final products through rehearsal, refinement, editing, making or presentation.</p>
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<p>Building on Previous Learning</p>	
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Pupils may draw upon:

- previous experiences of special people, celebrations and routines
- vocabulary linked to relationships and community
- stories and discussions about belonging and family life
- experiences from home and school environments

3 Lead Subjects and National Curriculum Links

Subject 1: English

Core Knowledge

- Sounds and letters combine to create words that carry meaning.
- Simple sentences communicate complete ideas.
- Stories, poems and information texts can be listened to, discussed and retold.
- Oral rehearsal supports writing and helps pupils organise ideas before recording them.

Disciplinary Knowledge

- Apply phonic knowledge to decode and spell simple words.
- Compose sentences orally before writing.
- Sequence simple ideas to create short narratives or explanations.
- Use talk to clarify thinking, ask questions and share responses.

Secure End Point

Pupils can use phonics, spoken language and simple sentence writing to communicate ideas clearly.

Area	Coverage within this unit
Reading	prediction; sequencing; retrieval; vocabulary development; discussion and response; shared reading of anchor texts
Writing	oral rehearsal; sentence composition; simple personal responses and explanations; captions and labels; shared writing
Spelling	application of phonics taught through Read Write Inc.; common exception words; topic vocabulary
Grammar and Punctuation	capital letters; full stops; finger spaces; simple sentence construction; use of adjectives
Spoken Language / Oracy	discussion; questioning; storytelling; performance; turn-taking

Subject 2: Art

Core Knowledge

- Art communicates ideas, feelings and experiences visually.
- Artists use line, colour, shape, pattern, texture and form.
- Materials can be explored and selected for different creative purposes.

Disciplinary Knowledge

- Use drawing, painting and making techniques with increasing control.
- Explore materials and describe choices.
- Respond to the work of artists, craft makers and designers.



Secure End Point

Pupils can create purposeful artwork and talk about the materials, colours and choices they used.

Subject 3: RE

Core Knowledge

- People have beliefs, traditions and celebrations that may be special to them.
- Stories and symbols can carry meaning.
- Respectful listening helps us learn about others.

Disciplinary Knowledge

- Recognise and discuss simple beliefs, celebrations and practices.
- Ask questions about what is special or meaningful.
- Compare experiences respectfully.

RE enquiry opportunities

- asking questions about beliefs and celebrations
- identifying similarities and differences between experiences
- listening respectfully to others
- discussing what is meaningful and important

Opportunities for reflection and respectful dialogue

- sharing personal experiences where appropriate
- recognising that people may have similarities and differences
- responding thoughtfully to questions and ideas

Secure End Point

Pupils can describe simple beliefs or celebrations and talk respectfully about what matters to different people.

Application Subjects

PDL

- Reinforce emotional literacy, belonging and positive participation.
- Practise cooperation, turn-taking and reflection.
- Connect learning to personal confidence and relationships.

ICT

- Use simple digital tools with support.
- Recognise that technology can help create, record or share learning.
- Practise safe and respectful use of devices.

English Progression and National Curriculum Links

This mixed Year 1/2 curriculum follows a spiral progression model. Knowledge and skills are revisited and developed with increasing complexity. Year 1 pupils secure foundational knowledge while Year 2 pupils deepen learning through greater independence, vocabulary and challenge.



Reading

- sequence events and experiences
- retrieve simple information from stories and texts
- discuss similarities and differences between people, celebrations and experiences

Writing

- sequence ideas into linked sentences
- write simple personal responses and explanations
- begin writing about experiences beyond themselves

Grammar and Punctuation

- use simple adjectives to add detail
- use *and* to join ideas
- orally rehearse longer sentences before recording

Spoken Language / Oracy

- ask questions about experiences and beliefs
- explain ideas using simple vocabulary
- explain opinions using simple reasons

Mixed-age challenge (Year 2 depth)

Reading

- discuss why characters or people act in particular ways
- make simple inferences from texts

Writing

- extend ideas using *because*
- write two or more linked sentences independently

Grammar

- expanded noun phrases
- use conjunctions including *and* and *because*

Future Learning (English)

Pupils are preparing for *Unit 3: Jack's Amazing Adventure* where they will:

Reading

- identify story structure
- discuss characters and events

Writing



- sequence beginning, middle and end
- retell narratives

Grammar and Punctuation

- extend descriptions further
- apply expanded noun phrases with increasing independence
- extend descriptions using precise vocabulary

Curriculum Progression and National Curriculum Links

RE

Year 1

- identify people, places and celebrations that are special
- listen and respond to stories

Year 2 extension

- explain why celebrations and beliefs matter
- compare experiences respectfully

Disciplinary progression

- identify → discuss → compare

Future learning

Pupils will apply this understanding in Unit 4 and Unit 9 when discussing beliefs and traditions.

Application Subject Progression and National Curriculum Links

Music

Year 1

- join in with songs and rhythms

Year 2 extension

- recognise patterns and perform with increasing confidence

Disciplinary progression

- listen → join → perform

Art

Year 1

- create images linked to celebrations



Year 2 extension

- explain choices of colour and pattern

Disciplinary progression

- create → refine → explain

Cross-curricular links

Subject	Application
English	personal responses, vocabulary development, sentence composition
RE	beliefs, celebrations and respectful discussion
Art	creating visual responses to special people, places and experiences
ICT	recording and presenting learning
PDL	emotional literacy, belonging and relationships

National Curriculum Coverage Audit

Subject	Coverage within this unit
RE	celebrations, beliefs, communities and respect
English	sequencing ideas, discussion and personal responses
PDL	understanding similarities and differences
Spoken Language	discussion and explanation

Anchor Texts:

- Love Makes a Family
- People Need People
- Poems Out Loud

Supporting texts/recommended reads

- simple texts about families and communities
- stories linked to celebrations and traditions
- visual information texts
- poetry linked to feelings and belonging

Reading Focus:

- recognising emotions
- relationships and belonging
- empathy
- vocabulary development
- retrieval
- sequencing
- discussion and response

Disciplinary Reading Opportunities

Pupils engage in discussion, retrieval, vocabulary exploration, prediction, sequencing and inference activities linked directly to the wider curriculum topic.

Genre	Coverage
Narrative	stories about relationships and celebrations
Information	simple texts about traditions and communities
Picture books	family and belonging themes
Visual texts	symbols, artefacts and photographs

Reading Spine Unit: Special to Us (KS1 Cycle 1)



Reading focus areas:

- recognising emotions
- relationships and belonging
- empathy and understanding
- vocabulary linked to identity and community

Fluency approaches:

- echo reading
- oral storytelling
- repeated reading
- performance reading

Retrieval focus:

- recalling feelings and relationships vocabulary
- identifying key themes and messages
- recognising repeated language and ideas

Vocabulary Development

Key vocabulary is revisited through oral rehearsal, discussion, retrieval practice and repeated shared reading experiences.

Tiered Vocabulary:

Tier 1: family, friend, home, celebration

Tier 2: belong, important, respect, care, community, tradition

Tier 3: belief, diversity, worship, empathy, relationship

Oracy & Fluency

Pupils develop fluency, communication and confidence through:

- echo reading to model expression and language patterns
- repeated reading to develop fluency and familiarity with texts
- oral storytelling and retelling of key events and ideas
- partner discussion and structured talk opportunities
- vocabulary rehearsal through sentence stems and discussion
- opportunities to perform, present and communicate learning to others
- discussion of traditions, experiences and special people

SEMH Reading Approach

Texts are selected to provide emotional safety, opportunities for reflection, strong relational themes and meaningful discussion to support regulation, belonging and confidence.



Visits and Visitors:

- Topic-linked visitor, workshop or adult expert where appropriate.
- Use of local environment, school grounds or community links.
- Practical enrichment experience to deepen vocabulary, curiosity and real-world connection.

Home Learning:

- Family discussion prompt linked to the topic vocabulary.
- Simple creative or practical activity to reinforce retrieval.
- Optional object, photograph, drawing or spoken contribution to bring back into class.
- Short reading, talk or observation task to support confidence and home-school connection.

Home Reading Opportunities

Families are encouraged to revisit key texts together, practise repeated reading and discuss emotions, vocabulary and themes.

Assessment opportunities:

Assessment information is used to identify barriers, inform adaptive teaching and ensure pupils receive timely support and challenge.

Area	Assessment opportunities
Vocabulary	Observation of accurate use of topic vocabulary during discussion, practical learning and final outcomes
Sticky Knowledge	Retrieval discussions, questioning and recall of key non-negotiable learning
Reading	Shared reading, questioning, retrieval, sequencing and discussion linked to anchor texts
Writing	Review of labels, captions, sentences and final written outcomes
Spoken Language / Oracy	Observation of discussion, storytelling, explanation and presentation opportunities
Practical Application	Observation of practical tasks, creative outcomes and application of knowledge
Independence	Observation of participation, confidence, regulation and increasing independence
RE/PDL	Discussion of traditions, relationships and respect
Final Outcome	Evaluation of pupils' ability to communicate and apply learning within the final outcome

Week	Assessment focus	Evidence
Week 1	prior knowledge and vocabulary	discussion and observation
Week 2	use of new vocabulary	oral responses
Week 3	sentence composition	written work
Week 4	respectful discussion and comparison	practical and written outcomes
Week 5	final outcome and communication	presentation, discussion and completed work

Assessment Checkpoints

Teachers monitor whether pupils can:

Knowledge

- identify people, places, objects and experiences that are special to individuals and communities
- recall key vocabulary linked to family, community and belonging



- explain why people value different things

Disciplinary Thinking

- compare similarities and differences between experiences and traditions
- use discussion, stories and observations to explain ideas
- make connections between their own experiences and those of others

Application

- communicate understanding through spoken, practical and written outcomes
- explain how communities and relationships support people
- apply learning independently within the final outcome

Leaders Monitor Impact Through:

- pupil voice discussions linked to key learning and experiences
- work scrutiny of written, practical and creative outcomes
- observation of vocabulary used during discussion and learning activities
- retrieval opportunities and recall of sticky knowledge
- review of final outcomes and presentations
- reading discussions linked to anchor texts and reading experiences
- observation of communication, confidence and participation
- monitoring of independence, engagement and regulation needs
- assessment information and teacher observations
- observation of pupils discussing similarities, differences and traditions respectfully

Links to Whole-School Policies

This unit should be delivered in line with:

- Curriculum Policy
- Teaching and Learning Policy
- Reading Policy / Reading Spine
- Behaviour and Relationships Policy
- SEND Policy
- Assessment Policy
- Equality and Accessibility Policy
- PSHE Policy
- Safeguarding Policy



Appendix 1: Storybrook Implementation Notes

Adults say

Retrieval

- “What do you already remember?”
- “Can you tell me something from last lesson?”

Vocabulary

- “Can you use that word in a sentence?”
- “What does that word mean?”

Reasoning

- “What evidence supports your thinking?”
- “What makes you think that?”

Reflection

- “Has your thinking changed?”

Adults do

- regulate and prepare for learning
- explicitly model new learning
- pre-teach vocabulary
- use visuals and scaffolds
- chunk instructions
- provide oral rehearsal opportunities
- revisit prior learning through retrieval
- gradually remove support to build independence

Adults look for

Knowledge

- recall of sticky knowledge
- accurate vocabulary use
- application of prior learning

SEMH

- engagement
- regulation
- confidence
- participation

Independence

- reduced adult support
- ownership of learning
- increasing resilience