



Scheme of Work		
<b>Years:</b> 1&2	<b>Title:</b> The First Christmas	<b>Weeks:</b> 2 weeks
<p><b>Rationale:</b></p> <p>This unit builds directly on pupils' early learning behaviours, classroom routines and prior experiences by using the theme of The First Christmas 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><b>Pupils learn to:</b></p> <ul style="list-style-type: none"> <li>engage with explicit teaching and guided practice</li> <li>use new vocabulary in spoken and practical contexts</li> <li>ask and answer simple questions</li> <li>apply knowledge through creative, practical and written outcomes</li> <li>develop confidence, independence and positive participation</li> <li>make links between lead subjects and wider application subjects</li> </ul> <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>The unit focuses on introducing key events, stories and traditions linked to Christmas and developing early understanding of beliefs and celebrations.</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><b>Adaptive Teaching</b></p> <p>Examples of adaptation within this unit include:</p> <ul style="list-style-type: none"> <li>visual timetables and now/next supports</li> <li>vocabulary pre-teaching and rehearsal</li> <li>sentence stems and modelling</li> <li>chunked instructions and reduced cognitive load</li> <li>oral rehearsal before recording ideas</li> <li>alternative recording methods (drawing, practical outcomes, verbal responses)</li> <li>sensory and movement opportunities where needed</li> <li>emotional check-ins and regulation support</li> </ul> <p><b>Challenge and Greater Depth Opportunities</b></p> <p>Pupils demonstrating secure understanding may be challenged through:</p> <ul style="list-style-type: none"> <li>increasingly independent application of learning</li> <li>deeper questioning and higher-order thinking</li> <li>interpretation and evaluation of evidence</li> <li>more sophisticated use of disciplinary and subject-specific vocabulary</li> <li>extended reasoning and justification of ideas</li> <li>leadership, collaboration and peer-support opportunities</li> </ul>		



<ul style="list-style-type: none"> <li>• greater complexity within written, practical and presentation outcomes</li> <li>• opportunities to make connections across subjects and contexts</li> <li>• compare different celebrations and traditions</li> <li>• explain connections between beliefs and actions</li> <li>• justify ideas using stories and discussion</li> </ul>	
<p><b>Hook:</b> Pupils are introduced to The First Christmas 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><b>Opening challenge:</b> Can you become a Year 1 expert and create something that helps other people understand what you have learned?</p>	<p><b>Writing Outcomes:</b> By the end of the unit pupils will:</p> <ul style="list-style-type: none"> <li>• orally rehearse ideas before writing</li> <li>• write labels and captions linked to Christmas and celebrations</li> <li>• sequence and write simple sentences about the Nativity story</li> <li>• create simple descriptions of people, places and events</li> <li>• compose a short explanation or response linked to the Christmas story</li> <li>• edit and improve work with adult guidance</li> </ul>
<p><b>Outcomes:</b> By the end of the unit pupils produce:</p> <ul style="list-style-type: none"> <li>• a Nativity performance or Christmas presentation shared with families and visitors</li> <li>• a collection of spoken, practical and written learning evidence</li> <li>• vocabulary-rich classroom display work</li> <li>• a shared outcome presented to an audience</li> </ul>	<p><b>Success Criteria:</b> By the end of the unit most pupils will be able to:</p> <ul style="list-style-type: none"> <li>• use topic vocabulary within discussion and learning activities</li> <li>• retell key parts of the Christmas story</li> <li>• compose and record simple sentences with support</li> <li>• apply taught phonics within reading and writing activities</li> <li>• participate in oral storytelling and discussion</li> <li>• communicate learning confidently through a final outcome</li> </ul>
<p><b>Secure End Point</b></p> <p>Pupils can:</p> <ul style="list-style-type: none"> <li>• explain why Christmas is important to Christians</li> <li>• retell and sequence key events within the Christmas story accurately</li> <li>• identify similarities and differences between celebrations, beliefs and traditions</li> <li>• use evidence from stories, discussion and learning experiences to explain ideas</li> <li>• communicate understanding using vocabulary linked to Christianity, celebrations and beliefs</li> </ul>	
<p><b>Common Misconceptions</b></p> <ul style="list-style-type: none"> <li>• everyone celebrates Christmas in the same way</li> <li>• Christmas only means presents and gifts</li> <li>• stories and beliefs are the same for everyone</li> <li>• symbols have only one meaning</li> <li>• all celebrations are identical</li> </ul>	<p><b>Sticky Knowledge (Non-negotiable Learning)</b></p> <p>By the end of the unit pupils will know:</p> <ul style="list-style-type: none"> <li>• some celebrations are important to different people</li> <li>• stories can communicate meaning and beliefs</li> <li>• events within stories happen in sequence</li> </ul>



	<ul style="list-style-type: none"> <li>• symbols can represent ideas and traditions</li> <li>• people may celebrate in different ways</li> </ul>
--	--

<p><b>Retrieval Opportunities</b></p> <ul style="list-style-type: none"> <li>• Recall celebrations and traditions from <i>Special to Us</i></li> <li>• Revisit sequencing vocabulary (<i>first, next, then</i>)</li> </ul> <p><b>Week 1</b></p> <ul style="list-style-type: none"> <li>• recall prior learning about celebrations and special events</li> <li>• revisit key vocabulary through discussion and repeated reading</li> </ul> <p><b>Week 2</b></p> <ul style="list-style-type: none"> <li>• sequence key events from the Christmas story</li> <li>• recall important characters and themes</li> </ul>
---

<p>Prior Learning</p> <p>Pupils revisit and apply learning from <b>Unit 3: Jack's Amazing Adventure</b></p> <p>Reading</p> <ul style="list-style-type: none"> <li>• identify beginning, middle and end within stories</li> <li>• discuss characters and key events</li> <li>• predict and infer from illustrations and text</li> <li>• retrieve information from stories</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• sequence beginning, middle and end</li> <li>• retell narratives orally and in writing</li> <li>• create simple character descriptions</li> </ul> <p>Grammar and Punctuation</p> <ul style="list-style-type: none"> <li>• use adjectives to describe characters and settings</li> <li>• extend ideas using conjunctions including <i>and</i> and <i>because</i></li> <li>• orally rehearse longer ideas before recording</li> </ul> <p>Spoken Language / Oracy</p> <ul style="list-style-type: none"> <li>• retell stories orally</li> <li>• discuss characters and events</li> <li>• explain ideas through discussion and performance</li> </ul>
--

<p><b>Spelling</b> Pupils apply:</p>	<p><b>Grammar and Punctuation Focus</b> Pupils develop:</p> <ul style="list-style-type: none"> <li>• capital letters and full stops (retrieval)</li> </ul>
--	--



<ul style="list-style-type: none"> <li>• phonemes and graphemes taught through Read Write Inc.</li> <li>• common exception words appropriate to Year 1</li> <li>• topic vocabulary linked to Christmas and celebrations</li> <li>• oral segmenting and blending strategies</li> <li>• spelling through repeated reading and writing opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• adjectives for people, places and events</li> <li>• conjunctions including <i>and</i> and <i>because</i></li> <li>• time conjunctions including:               <ul style="list-style-type: none"> <li>• first</li> <li>• next</li> <li>• then</li> <li>• finally</li> </ul> </li> <li>• oral sentence rehearsal before recording ideas</li> <li>• consistent use of past tense verbs</li> </ul>
--	--

<p><b>Computing Integration</b></p> <p><b>Pupils learn to:</b></p> <ul style="list-style-type: none"> <li>• use digital media to explore stories and information</li> <li>• recognise respectful use of technology</li> </ul> <p><b>Computing NC coverage:</b></p> <ul style="list-style-type: none"> <li>• use technology purposefully</li> <li>• online safety</li> </ul>
---

<p><b>Independence</b></p> <p><b>Pupils move from:</b></p> <ul style="list-style-type: none"> <li>• adult-led exploration and heavily modelled responses</li> <li>• supported emotional regulation during new or unfamiliar learning</li> <li>• using vocabulary mainly through repetition and guided talk</li> <li>• needing support to organise materials, ideas and responses</li> </ul> <p><b>To:</b></p> <ul style="list-style-type: none"> <li>• increasingly independent participation in discussion and practical learning</li> <li>• using topic vocabulary with greater confidence</li> <li>• selecting resources and applying learning with reduced prompting</li> <li>• sharing outcomes with pride and beginning to reflect on progress</li> </ul> <p><b>By the end of the unit pupils can:</b></p> <ul style="list-style-type: none"> <li>• recall key vocabulary and simple sticky knowledge</li> <li>• explain what they have made, found out or learned</li> <li>• participate in a purposeful final outcome</li> <li>• show increased confidence, communication and independence</li> </ul>	<p><b>Thinking</b></p> <p><b>This unit develops:</b></p> <ul style="list-style-type: none"> <li>• communication and listening</li> <li>• observation and noticing</li> <li>• comparison and classification</li> <li>• creative thinking</li> <li>• early reasoning and explanation</li> <li>• self-reflection and emotional awareness</li> </ul> <p><b>Cognitive progression</b></p> <p><b>Week 1:</b> Knowledge Launch - Pupils focus on introducing the topic, establishing prior knowledge, teaching key vocabulary and engaging pupils through practical exploration.</p> <p><b>Week 2:</b> Knowledge Building - Pupils focus on developing core concepts through explicit teaching, modelling, guided practice and structured discussion.</p>
---	--

<p><b>Building on Previous Learning</b></p>
---



Pupils may draw upon:

- previous experiences of celebrations and family traditions
- stories and discussions about special events
- vocabulary linked to people, celebrations and beliefs
- experiences of sequencing events over time

**3 Lead Subjects**

**Subject 1: 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
- listening respectfully to others
- discussing what is meaningful and special
- reflecting on stories and symbols

**Secure End Point**

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

**Subject 2: 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	chronological sequencing; retrieval; vocabulary development; discussion; character understanding; simple inference; shared reading of anchor texts



Writing	oral rehearsal; sentence composition; recount writing; chronological sequencing; descriptions of people, places and events; shared writing
Spelling	application of phonics taught through Read Write Inc.; common exception words; topic vocabulary
Grammar and Punctuation	capital letters and full stops; adjectives for description; conjunctions including <i>and</i> and <i>because</i> ; time conjunctions; expanded noun phrases
Spoken Language / Oracy	discussion; questioning; storytelling; performance; turn-taking

**Subject 3: 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.

**Application Subjects**

**Music**

- Music uses sound, rhythm, pitch, dynamics and tempo.
- Voices and instruments can be used expressively.
- Sing, chant and perform simple patterns.

**ICT**

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

**PDL**

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

**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**

- identify and sequence events chronologically
- discuss themes and messages
- retrieve important information from stories and texts



### Writing

- write simple recounts of events in order
- describe people, places and events
- sequence ideas using time language

### Grammar and Punctuation

- use time conjunctions including:
  - first
  - next
  - then
  - finally
- rehearse and record increasingly detailed sentences

### Spoken Language / Oracy

- retell events clearly in sequence
- explain ideas with increasing confidence
- discuss similarities and differences between events and experiences

### Mixed-age Challenge (Year 2 depth)

#### Reading

- discuss why events happen and their significance
- make simple inferences about feelings and actions

#### Writing

- write three or more linked sentences independently
- include descriptive and chronological detail

#### Grammar

- apply expanded noun phrases independently
- use conjunctions including *and*, *because* and *when*

### Future Learning (English)

Pupils are preparing for **Unit 5: Round About Winkfield**, where they will move from recounting events towards comparing places and communicating information.

#### Reading

- retrieve information from texts
- identify similarities and differences

#### Writing

- create simple information texts
- describe and compare places

#### Grammar and Punctuation

- use *because* to explain ideas
- extend descriptions with increasingly precise vocabulary



**Spoken Language / Oracy**

- ask and answer questions
- explain observations using topic vocabulary

**Curriculum Progression and National Curriculum Links**

**RE**

**Year 1**

- retell important stories and celebrations
- identify symbols and meanings

**Year 2 extension**

- explain significance and beliefs
- compare experiences

**Disciplinary progression**

- recall → sequence → interpret

**Future learning**

Pupils will use chronology and interpretation in Unit 8.

**Application Subject Progression and National Curriculum Links**

**Music**

**Year 1**

- sing and perform simple songs

**Year 2 extension**

- recognise and repeat patterns

**Disciplinary progression**

- listen → rehearse → perform

**Art**

**Year 1**

- create representations of stories and symbols

**Year 2 extension**

- select materials purposefully



**Disciplinary progression**

- represent → refine → communicate

**Cross-curricular links**

Subject	Application
English	retelling, vocabulary development and sentence composition
RE	beliefs, celebrations and respectful discussion
Art	creating visual responses linked to the Christmas story
Music	singing and performance
ICT	recording and presenting learning
PDL	emotional literacy, belonging and reflection

**National Curriculum Coverage Audit**

Subject	Coverage within this unit
RE	beliefs, celebrations, symbols and stories
English	retelling, sequencing and description
Music	performance and rhythm
Spoken Language	storytelling and presentation

**Anchor Texts:**

- A Christmas Story
- The Nativity Story
- Little Glow

**Supporting texts/recommended reads**

- simple texts about Christmas traditions and celebrations
- stories linked to kindness and giving
- visual information texts
- Christmas poetry and songs

**Reading Focus:**

- chronological sequencing and retelling
- character understanding and simple inference
- vocabulary linked to celebrations and stories
- recognising themes and messages
- chronology and sequencing
- character understanding
- retrieval
- simple inference

**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	Nativity story retelling
Religious texts	stories and beliefs
Information	celebration texts
Visual texts	symbols and illustrations



**Reading Spine Unit: The First Christmas (KS1 Cycle 1)**

**Reading focus areas:**

- retelling and sequencing
- reflection and meaning
- vocabulary linked to celebrations and stories
- recognising themes and messages

**Fluency approaches:**

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

**Retrieval focus:**

- recalling story events and vocabulary
- sequencing key events
- identifying repeated language and themes

**Vocabulary Development**

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

**Tiered Vocabulary:**

**Tier 1:** star, baby, Christmas, celebration

**Tier 2:** celebrate, special, tradition, symbol, belief

**Tier 3:** Nativity, tradition, worship, symbol, shepherd, angel, Christian

**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
- retelling and performance of the Nativity story

**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	Retelling the Nativity story and recognising symbols
Final Outcome	Evaluation of pupils' ability to communicate and apply learning within the final outcome

Assessment Focus	Evidence
prior knowledge and vocabulary	discussion and observation
use of new vocabulary	oral responses
sentence composition	written work
understanding of the Christmas story	practical and written outcomes
final outcome and communication	performance and completed work

**Assessment Checkpoints**

Teachers monitor whether pupils can:

**Knowledge**

- identify and sequence key events within the Christmas story
- recall key vocabulary linked to Christianity, celebrations and beliefs
- explain why Christmas is important to Christians



**Disciplinary Thinking**

- compare similarities and differences between celebrations and traditions
- use stories, discussion and experiences to explain ideas
- make connections between beliefs and actions

**Application**

- communicate understanding through spoken, practical and written outcomes
- explain ideas using appropriate religious vocabulary
- 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
- observations of understanding of celebrations, stories and symbols

**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