



Scheme of Work		
Years: 1&2	Title: Shabbat	Weeks: 1 week
<p>Rationale: This unit builds directly on pupils' early learning behaviours, classroom routines and prior experiences by using the theme of Shabbat 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>Curriculum Positioning</p> <p>This unit is designed as a focused enhancement unit which introduces, revisits and consolidates key knowledge, vocabulary and concepts. Learning is reinforced through wider curriculum provision including reading, PSHE, assemblies, retrieval practice and cross-curricular application opportunities.</p> <p>Prior Learning Links</p> <ul style="list-style-type: none"> belonging and relationships (Uniquely Me / Special to Us) Christmas traditions and celebrations respecting similarities and differences <p>Retrieval Opportunities</p> <ul style="list-style-type: none"> How are celebrations similar and different? How are traditions and celebrations similar and different? Why are beliefs important to people? <p>Final Outcome</p> <ul style="list-style-type: none"> create and explain a simple comparison between Shabbat and another celebration using key vocabulary 		
<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

Challenge and Greater Depth Opportunities

Pupils demonstrating secure understanding may be challenged through:

- 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 beliefs and traditions across communities
- explain how beliefs influence actions and routines
- justify ideas using stories and discussion

Hook:

Pupils are introduced to Shabbat 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.

Opening challenge

Can you become a Year 1 expert and create something that helps other people understand what you have learned?

Writing Outcomes

By the end of the unit pupils will:

- orally rehearse ideas before writing
- write labels and captions linked to Shabbat traditions and celebrations
- compose simple sentences linked to special events and practices
- create short descriptions of objects and symbols linked to Shabbat
- write a short response linked to what makes something special
- edit and improve work with adult guidance

Outcomes

By the end of the unit pupils produce:

- a shared Shabbat meal experience or presentation for adults, peers or visitors
- a collection of spoken, practical and written learning evidence
- vocabulary-rich classroom display work
- a shared outcome presented to an audience

Success Criteria

By the end of the unit most pupils will be able to:

- use topic vocabulary within discussion and learning activities
- identify and discuss simple Shabbat traditions and symbols
- 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 Shabbat is important within Judaism • identify key beliefs, traditions and symbols associated with Shabbat • recognise similarities and differences between celebrations, beliefs and family traditions • use stories, discussion and experiences to explain ideas and make connections • communicate understanding using appropriate religious vocabulary 	
<p>Common Misconceptions</p> <ul style="list-style-type: none"> • everyone follows the same traditions • symbols mean the same thing to everyone • beliefs and traditions are identical • everyone celebrates in the same way • differences should be judged rather than understood 	<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 may have different beliefs and traditions • symbols and objects can have meaning • celebrations can be special to different communities • respectful listening helps us learn from others • vocabulary helps us communicate understanding
<p>Retrieval Opportunities</p> <ul style="list-style-type: none"> • Recall beliefs and traditions from previous RE units • Revisit comparison vocabulary • recall prior learning about celebrations and special traditions • revisit key vocabulary through discussion and repeated reading • identify symbols and traditions linked to Shabbat • recall key ideas and messages from stories and discussion <p>Knowledge introduced within shorter units is revisited through retrieval practice, reading opportunities and wider curriculum application to ensure retention over time.</p>	
<p>Prior Learning</p> <p>Pupils revisit and apply learning from Unit 8: London's Burning</p> <p>Reading</p> <ul style="list-style-type: none"> • retrieve information from stories and historical sources • identify and sequence historical events • discuss themes and key events <p>Writing</p> <ul style="list-style-type: none"> • write simple recounts of historical events 	



<ul style="list-style-type: none"> • communicate ideas in chronological order • describe people, places and events <p>Grammar and Punctuation</p> <ul style="list-style-type: none"> • organise ideas into linked sentences • use time language and increasingly precise vocabulary <p>Spoken Language / Oracy</p> <ul style="list-style-type: none"> • retell events confidently • discuss ideas using historical vocabulary • explain findings and observations 	
<p>Spelling Pupils apply:</p> <ul style="list-style-type: none"> • phonemes and graphemes taught through Read Write Inc. • common exception words appropriate to Year 1 • topic vocabulary linked to Shabbat and traditions • oral segmenting and blending strategies • spelling through repeated reading and writing opportunities 	<p>Grammar and Punctuation Focus Pupils develop:</p> <ul style="list-style-type: none"> • capital letters and full stops (retrieval) • adjectives for describing traditions, objects and experiences • conjunctions including <i>and</i>, <i>because</i>, <i>so</i> and <i>when</i> • expanded noun phrases • oral sentence rehearsal before recording ideas • use of <i>but</i> / <i>or</i>
<p>Computing Integration</p> <p>Pupils learn to:</p> <ul style="list-style-type: none"> • use digital media respectfully • understand that information can be shared safely <p>Computing NC coverage:</p> <ul style="list-style-type: none"> • online safety • digital communication 	
<p>Independence 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 	<p>Thinking 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 Week 1: Knowledge Launch - Pupils focus on introducing the topic, establishing prior knowledge,</p>



<ul style="list-style-type: none"> • 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>teaching key vocabulary and engaging pupils through practical exploration.</p>
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<p>Building on Previous Learning</p> <p>Pupils may draw upon:</p> <ul style="list-style-type: none"> • previous experiences of celebrations and traditions • discussions about family beliefs and routines • vocabulary linked to symbols and special events • respectful discussion about similarities and differences
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<p><u>3 Lead Subjects National Curriculum Links</u></p> <p>Subject 1: RE</p> <p>Core Knowledge</p> <ul style="list-style-type: none"> • 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 <p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> • Recognise and discuss simple beliefs, celebrations and practices. • Ask questions about what is special or meaningful. • Compare experiences respectfully. <p>RE enquiry opportunities</p> <ul style="list-style-type: none"> • asking questions about traditions and celebrations • identifying similarities and differences between experiences • listening respectfully to others • discussing what is meaningful and special <p>Secure End Point</p> <p>Pupils can describe simple beliefs or celebrations and talk respectfully about what matters to different people.</p> <p>Subject 2: English</p>
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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	cultural reading; retrieval and discussion; comparison; simple inference; themes and traditions; shared reading of anchor texts
Writing	oral rehearsal; sentence composition; descriptive responses; comparison writing; personal reflections and viewpoints; 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> , <i>because</i> , <i>so</i> and <i>when</i> ; expanded noun phrases
Spoken Language / Oracy	discussion; questioning; storytelling; performance; turn-taking

Subject 3: DT

Core Knowledge

- Products are designed for a purpose and a user.
- Materials and structures can be joined, shaped and strengthened.
- Designs can be tested, improved and evaluated.

Disciplinary Knowledge

- Generate ideas through talk, drawing and modelling.
- Select tools and materials safely with adult support.
- Make, test and improve simple products.

Secure End Point

Pupils can design, make and evaluate a simple purposeful product.

Application Subjects

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

- retrieve and discuss information from stories and texts
- identify similarities and differences between traditions and experiences
- discuss themes and key ideas

Writing

- compose simple descriptions and responses
- communicate ideas and opinions
- write for a purposeful audience

Grammar and Punctuation

- organise ideas into linked sentences
- use increasingly precise descriptive vocabulary

Spoken Language / Oracy

- discuss ideas respectfully
- explain opinions and responses
- explain similarities and differences respectfully
- communicate learning confidently

Mixed-age Challenge (Year 2 depth)

Reading

- explain similarities and differences between traditions and beliefs
- make simple inferences from stories and discussions

Writing

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

Grammar

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

Future Learning (English)

Pupils are preparing for **Unit 10: Sustain**, where they will move from comparing beliefs and experiences towards communicating viewpoints and persuasive ideas.

Reading

- identify key messages, viewpoints and persuasive ideas within texts
- retrieve information from stories and information texts

Writing

- write simple persuasive responses and pledges



- communicate ideas for a purpose and audience

Grammar and Punctuation

- use increasingly precise vocabulary
- apply conjunctions independently

Spoken Language / Oracy

- discuss viewpoints respectfully
- explain choices and suggestions using topic vocabulary

Curriculum Progression and National Curriculum Links

RE

Year 1

- identify traditions and symbols

Year 2 extension

- explain beliefs and compare experiences

Disciplinary progression

- identify → compare → explain

Future learning

Pupils will apply respectful discussion and viewpoints in Unit 10.

Application Subject Progression and National Curriculum Links

Art

Year 1

- create representations of symbols and traditions

Year 2 extension

- explain artistic choices

Disciplinary progression

- observe → create → communicate

Cross-curricular links

Subject	Application
English	descriptive writing, vocabulary development and sentence composition
RE	traditions, beliefs and respectful discussion



DT	creating and presenting Shabbat-related products
ICT	recording and presenting learning
PDL	emotional literacy, belonging and reflection

National Curriculum Coverage Audit

Subject	Coverage within this unit
RE	traditions, beliefs and symbols
English	discussion and descriptive writing
PDL	respect and understanding differences
Spoken Language	discussion and respectful listening

Anchor Texts:

- Shabbat is Coming!
- This is the Seder Plate

Supporting texts/recommended reads

- simple texts about traditions and celebrations
- stories linked to Jewish family life and community
- visual information texts
- poetry and songs linked to celebration and belonging

Reading Focus:

- cultural understanding and traditions
- retrieval and simple inference
- comparison and discussion
- vocabulary linked to beliefs and practices
- themes of belonging and community

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 linked to traditions
Religious texts	beliefs and practices
Information	traditions and celebrations
Visual texts	symbols and artefacts

Reading Spine Unit: Shabbat (KS1 Cycle 1)

Reading focus areas:

- cultural understanding and traditions
- retrieval and simple inference
- comparison and discussion
- vocabulary linked to beliefs and practices
- themes of belonging and community

Fluency approaches:

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



<p>Retrieval focus:</p> <ul style="list-style-type: none"> • recalling Shabbat vocabulary • identifying symbols and traditions • recognising repeated language and themes 	
<p>Vocabulary Development Key vocabulary is revisited through oral rehearsal, discussion, retrieval practice and repeated shared reading experiences.</p> <p>Tiered vocabulary:</p> <p>Tier 1: family, meal, candle, special</p> <p>Tier 2: celebrate, tradition, remember, share, community</p> <p>Tier 3: Shabbat, synagogue, blessing</p>	
<p>Oracy & Fluency</p> <p>Pupils develop fluency, communication and confidence through:</p> <ul style="list-style-type: none"> • 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 and respectful listening 	<p>SEMH Reading Approach</p> <p>Texts are selected to provide emotional safety, opportunities for reflection, strong relational themes and meaningful discussion to support regulation, belonging and confidence.</p>
<p>Visits and Visitors:</p> <ul style="list-style-type: none"> • 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. 	
<p>Home Learning:</p> <ul style="list-style-type: none"> • 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. 	<p>Home Reading Opportunities</p> <p>Families are encouraged to revisit key texts together, practise repeated reading and discuss emotions, vocabulary and themes.</p>



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	Identification and discussion of tradition and 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
understanding of traditions and symbols	practical and written outcomes
final outcome and communication	presentation and completed work

Assessment Checkpoints

Teachers monitor whether pupils can:

Knowledge

- identify key beliefs, traditions and symbols linked to Shabbat
- recall vocabulary linked to Judaism and celebrations
- explain why Shabbat is important within Judaism

Disciplinary Thinking

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

Application

- communicate understanding through spoken, practical and written outcomes
- explain ideas using 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 observation
- observation of respectful discussion and understanding of traditions

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