



Scheme of Work		
<b>Years:</b> 1&2	<b>Title:</b> Spring to Life	<b>Weeks:</b> 1 week
<p><b>Rationale:</b>            This unit builds directly on pupils' early learning behaviours, classroom routines and prior experiences by using the theme of Spring To Life 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>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>Curriculum Positioning</b></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><b>Prior Learning Links</b></p> <ul style="list-style-type: none"> <li>observing changes in the natural world</li> <li>identifying and describing living things</li> <li>vocabulary linked to seasons, weather and growth</li> <li>early experiences of seasonal change and weather pattern</li> <li>discussing similarities and differences within environments</li> </ul> <p><b>Retrieval Opportunities</b></p> <ul style="list-style-type: none"> <li>What changes happen across different seasons?</li> <li>What do plants and animals need to grow and survive?</li> <li>What signs of spring can we observe around us?</li> <li>How do living things change over time?</li> </ul> <p><b>Final Outcome</b></p> <ul style="list-style-type: none"> <li>create and explain an observation journal, presentation or visual outcome showing how living things and environments change during spring using key scientific vocabulary</li> </ul>		
<b>Adaptive Teaching</b>		



**Examples of adaptation within this unit include:**

- 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
- explain patterns and changes within seasons and living things
- compare observations and identify similarities and differences
- justify explanations using evidence and scientific vocabulary

**Hook:**

**Pupils are introduced** to Spring To Life 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 spring, Easter and seasonal change
- compose simple sentences linked to observations and celebrations
- create short descriptions of signs of spring
- write a short message within an Easter card
- edit and improve work with adult guidance

**Outcomes:**

By the end of the unit pupils produce:

- an Easter card or spring-themed shared outcome for adults, families 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 signs of spring and discuss simple beliefs or celebrations
- compose and record simple sentences with support
- apply taught phonics within reading and writing activities



	<ul style="list-style-type: none"> <li>• participate in oral storytelling and discussion</li> <li>• communicate learning confidently through a final outcome</li> </ul>
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<p><b>Secure End Point</b></p> <p>Pupils can:</p> <ul style="list-style-type: none"> <li>• explain how living things and environments change during spring</li> <li>• identify and describe changes within plants, animals and seasonal patterns</li> <li>• use observations and evidence to explain changes in the natural world</li> <li>• use scientific vocabulary accurately to communicate understanding</li> <li>• communicate findings confidently through spoken, practical and written outcomes</li> </ul>	
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<p><b>Common Misconceptions</b></p> <ul style="list-style-type: none"> <li>• spring weather is always warm</li> <li>• all plants grow at the same speed</li> <li>• seasons change suddenly in one day</li> <li>• animals behave the same throughout the year</li> <li>• everyone celebrates spring in the same way</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>• seasons change throughout the year</li> <li>• spring has identifiable features and signs</li> <li>• celebrations may be important to different people</li> <li>• observations help us notice changes around us</li> <li>• vocabulary helps communicate ideas and experiences</li> </ul>
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<p><b>Retrieval Opportunities</b></p> <ul style="list-style-type: none"> <li>• Recall plant knowledge from <i>Roots and Shoots</i></li> <li>• Revisit vocabulary linked to change and seasons</li> </ul> <ul style="list-style-type: none"> <li>• recall prior learning about seasons and celebrations</li> <li>• revisit key vocabulary through discussion and repeated reading</li> <li>• identify and explain signs of spring</li> <li>• recall key ideas and messages from stories and discussions</li> </ul> <p>Knowledge introduced within shorter units is revisited through retrieval practice, reading opportunities and wider curriculum application to ensure retention over time.</p>	
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<p><b>Prior Learning</b></p> <p>Pupils revisit and apply learning from Unit 6: Roots and Shoots</p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• retrieve and organise information from texts</li> <li>• identify patterns, relationships and changes over time</li> <li>• discuss observations and findings</li> </ul>	
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<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• write simple explanations</li> <li>• explain processes and observations</li> <li>• communicate findings clearly</li> </ul> <p><b>Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>• use conjunctions including:             <ul style="list-style-type: none"> <li>• <i>because</i></li> <li>• <i>so</i></li> <li>• <i>when</i></li> </ul> </li> <li>• organise ideas into linked sentences</li> </ul> <p><b>Spoken Language / Oracy</b></p> <ul style="list-style-type: none"> <li>• ask questions and discuss findings</li> <li>• explain ideas using topic vocabulary</li> <li>• communicate observations clearly</li> </ul>	
<p><b>Spelling</b> Pupils apply:</p> <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 spring and celebrations</li> <li>• oral segmenting and blending strategies</li> <li>• spelling through repeated reading and writing opportunities</li> </ul>	<p><b>Grammar and Punctuation Focus</b> Pupils develop:</p> <ul style="list-style-type: none"> <li>• capital letters and full stops (retrieval)</li> <li>• adjectives for describing seasonal change and celebrations</li> <li>• conjunctions including and, because, so and when</li> <li>• expanded noun phrases</li> <li>• oral sentence rehearsal before recording ideas</li> <li>• singular and plural nouns</li> <li>• suffixes -s, -es</li> </ul>
<p><b>Computing Integration</b></p> <p><b>Pupils learn to:</b></p> <ul style="list-style-type: none"> <li>• use technology to observe and record changes over time</li> <li>• recognise how digital tools can help us learn</li> </ul> <p><b>Computing NC coverage:</b></p> <ul style="list-style-type: none"> <li>• use technology purposefully</li> <li>• digital content</li> </ul>	
<p><b>Independence</b> Pupils move from:</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> </ul>	<p><b>Thinking</b> <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> </ul>



<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <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>
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**Building on Previous Learning**

Pupils may draw upon:

- previous experiences of seasons and weather changes
- observations of plants, animals and the natural world
- vocabulary linked to growth and change
- discussion and practical exploration

**3 Lead Subjects National Curriculum Links**

**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 celebrations and beliefs
- identifying similarities and differences
- listening respectfully to others
- discussing what is meaningful and special

**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	seasonal reading; retrieval; observation; discussion; simple inference; poetry and rhythm; shared reading of anchor texts
Writing	oral rehearsal; sentence composition; descriptive writing; card/message writing; observations and responses; 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 and, because, so and when; 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**

**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

**Design Technology**

- investigate food preparation and healthy choices
- prepare simple healthy foods safely
- evaluate products

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 texts
- identify signs of seasonal change and patterns
- discuss themes and key ideas

**Writing**

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

**Grammar and Punctuation**

- organise ideas into linked sentences
- use descriptive vocabulary with increasing precision

**Spoken Language / Oracy**

- explain ideas clearly
- discuss observations and celebrations
- communicate learning confidently

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

**Reading**

- explain changes and patterns across seasons
- make simple inferences from stories and observations

**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 8: London's Burning**, where they will move from observing and communicating ideas towards interpreting historical events and recounting the past.

**Reading**

- retrieve information from stories and historical sources
- discuss key events and themes

**Writing**

- write simple recounts of events
- communicate ideas in chronological order

**Grammar and Punctuation**

- use time conjunctions and descriptive vocabulary
- apply sentence structures with increasing independence

**Spoken Language / Oracy**

- retell events confidently
- discuss ideas using topic vocabulary

**Curriculum Progression and National Curriculum Links**

**Science/ RE**

**Year 1**

- identify seasonal changes and celebrations

**Year 2 extension**

- explain patterns and relationships

**Working Scientifically links:**

Pupils observe seasonal changes and use evidence from observations to explain changes within the natural world.

**Disciplinary Progression:**

question → predict → investigate → observe → analyse → conclude → justify → evaluate

**Future learning**

Pupils will apply observation and explanation skills in Unit 8.

**Application Subject Progression and National Curriculum Links**

**Art**

**Year 1**

- create seasonal images



**Year 2 extension**

- select techniques intentionally

**Disciplinary progression**

- create → select → refine

**Music**

**Year 1**

- join in rhythm and performance

**Year 2 extension**

- perform with increasing control

**Disciplinary progression**

- join → rehearse → perform

**Cross-curricular links**

Subject	Application
English	descriptive writing, vocabulary development and sentence composition
RE	beliefs, celebrations and respectful discussion
Art	creating spring and Easter-themed responses
ICT	recording and presenting learning
PDL	emotional literacy, belonging and reflection

**National Curriculum Coverage Audit**

Subject	Coverage within this unit
Science	seasonal change and observation
RE	celebrations and beliefs
English	descriptive writing and discussion
Spoken Language	explanation and discussion

**Anchor Texts:**

- When Spring Comes
- Ten Seeds
- One Springy Day

**Supporting texts/recommended reads**

- simple texts about seasons and spring
- stories linked to Easter and celebrations
- visual information texts
- spring-themed poetry

**Reading Focus:**

- seasonal vocabulary and observation
- poetry and rhythm
- retrieval and simple inference
- themes linked to spring and celebrations identifying change over time



**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	seasonal and celebration stories
Information	spring and seasonal change
Poetry	repeated language and rhyme
Visual texts	photographs and observations

**Reading Spine Unit: Spring To Life (KS1 Cycle 1)**

**Reading focus areas:**

- seasonal vocabulary and observation
- poetry and rhythm
- retrieval and simple inference
- vocabulary linked to spring and celebrations
- identifying change over time

**Fluency approaches:**

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

**Retrieval focus:**

- recalling seasonal vocabulary
- identifying repeated language and themes
- discussing key messages and ideas

**Vocabulary Development**

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

**Tiered Vocabulary:**

**Tier 1:** flower, egg, chick, spring

**Tier 2:** change, celebrate, grow, observe, celebration

**Tier 3:** season, tradition, symbol, blossom

**Oracy & Fluency**

Pupils develop fluency, communication and confidence through:

**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.



<ul style="list-style-type: none"> <li>• echo reading to model expression and language patterns</li> <li>• repeated reading to develop fluency and familiarity with texts</li> <li>• oral storytelling and retelling of key events and ideas</li> <li>• partner discussion and structured talk opportunities</li> <li>• vocabulary rehearsal through sentence stems and discussion</li> <li>• opportunities to perform, present and communicate learning to others</li> <li>• discussion of seasonal change and celebrations</li> </ul>	
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<p><b>Visits and Visitors:</b></p> <ul style="list-style-type: none"> <li>• Topic-linked visitor, workshop or adult expert where appropriate.</li> <li>• Use of local environment, school grounds or community links.</li> <li>• Practical enrichment experience to deepen vocabulary, curiosity and real-world connection.</li> </ul>
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<p><b>Home Learning:</b></p> <ul style="list-style-type: none"> <li>• Family discussion prompt linked to the topic vocabulary.</li> <li>• Simple creative or practical activity to reinforce retrieval.</li> <li>• Optional object, photograph, drawing or spoken contribution to bring back into class.</li> <li>• Short reading, talk or observation task to support confidence and home-school connection.</li> </ul>	<p><b>Home Reading Opportunities</b></p> <p>Families are encouraged to revisit key texts together, practise repeated reading and discuss emotions, vocabulary and themes.</p>
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**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
Seasonal Understanding	Identification of seasonal changes and observation
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 celebrations and seasonal change	practical and written outcomes
final outcome and communication	presentation and completed work

**Assessment Checkpoints**

Teachers monitor whether pupils can:

**Knowledge**

- identify seasonal changes and features of spring
- recall vocabulary linked to seasons, plants and living things
- explain changes within the natural world

**Disciplinary Thinking**

- observe changes and identify patterns
- ask questions and discuss findings
- use observations to explain ideas

**Application**

- communicate understanding through spoken, practical and written outcomes
- explain seasonal changes using scientific 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
- review of understanding of seasonal change and observations

**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