



Scheme of Work

Years: 1&2	Title: Jack's Amazing Adventure	Weeks: 5 weeks
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Rationale

This unit builds directly on pupils' early learning behaviours, classroom routines and prior experiences by using the theme of Jack's Amazing Adventure 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.

Pupils learn to:

- 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

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 endpoints, while application subjects give pupils additional opportunities to revisit and apply what they know.

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.

Adaptive Teaching

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
- predict and justify ideas using evidence from stories and illustrations



<ul style="list-style-type: none"> • explain how characters, events and settings change throughout the story • make connections between experiences and themes across texts 	
<p>Hook:</p> <p>Pupils are introduced to Jack’s Amazing Adventure 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 space exploration • sequence and write simple sentences about events in the story • create simple character descriptions • compose a short retelling of part of the narrative • edit and improve work with adult guidance
<p>Outcomes:</p> <p>By the end of the unit pupils produce:</p> <ul style="list-style-type: none"> • a retelling of a rehearsed narrative using musical instruments and puppets • a collection of spoken, practical and written learning evidence • vocabulary-rich classroom display work • a shared outcome presented to an audience 	<p>Success Criteria:</p> <p>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 • sequence key events from a familiar story • 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"> • retell and sequence key events accurately • explain characters, settings and important events • use evidence from texts to support ideas • communicate understanding through spoken and written outcome 	
<p>Common Misconceptions</p> <ul style="list-style-type: none"> • stories only have one important event • do not change during a story • events in stories happen randomly • characters always feel one emotion • all stories are real 	<p>Sticky Knowledge (Non-negotiable Learning)</p> <p>By the end of the unit pupils will know:</p> <ul style="list-style-type: none"> • stories have a beginning, middle and end • have thoughts, feelings and actions • happen in a sequence • people can explore and discover new things • vocabulary helps us communicate ideas and understanding



<p>Retrieval Opportunities</p> <ul style="list-style-type: none"> Recall sequencing language from previous storytelling Revisit character vocabulary <p>Week 1 - prior knowledge discussion</p> <p>Week 2 - recall key vocabulary</p> <p>Week 3 - sequence story events</p> <p>Week 4 - compare characters and ideas</p> <p>Week 5 - explain learning using topic vocabulary</p>	
<p>Prior Learning</p> <p>Pupils revisit and apply learning from Unit 2: Special to Us</p> <p>Reading</p> <ul style="list-style-type: none"> sequence events and experiences retrieve simple information from stories and texts discuss similarities and differences <p>Writing</p> <ul style="list-style-type: none"> sequence ideas into linked sentences write simple explanations and personal responses begin writing about experiences beyond themselves <p>Grammar and Punctuation</p> <ul style="list-style-type: none"> use simple adjectives to add detail use <i>and</i> to join ideas orally rehearse longer sentences before recording <p>Spoken Language / Oracy</p> <ul style="list-style-type: none"> ask questions about experiences and beliefs explain ideas using simple vocabulary explain opinions using simple reasons 	
<p>Spelling</p> <p>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 space and adventure oral segmenting and blending strategies spelling through repeated reading and writing opportunities 	<p>Grammar and Punctuation Focus</p> <p>Pupils develop:</p> <ul style="list-style-type: none"> capital letters and full stops (retrieval) adjectives for character and setting description extend ideas using conjunctions including <i>and</i> and <i>because</i> oral sentence rehearsal before recording ideas expanded noun phrases question marks



<p>Computing Integration</p> <p>Pupils learn to:</p> <ul style="list-style-type: none"> • create and follow simple sequences of instructions • recognise that instructions must happen in the correct order • identify mistakes and improve instructions <p>NC:</p> <ul style="list-style-type: none"> • algorithms • debugging 	
<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>
<p>Building on Previous Learning</p> <p>Pupils may draw upon:</p> <ul style="list-style-type: none"> • previous experiences of stories and imaginative play • vocabulary linked to characters, settings and sequencing • oral storytelling and discussion activities 	



- prior experiences of beginning, middle and end structures

3 Lead Subjects 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	sequencing; character understanding; retrieval; simple inference; shared reading of anchor texts
Writing	oral rehearsal; sentence composition; narrative retelling; character descriptions; simple story sequencing; shared writing
Spelling	application of phonics taught through Read Write Inc.; common exception words; topic vocabulary
Grammar and Punctuation	capital letters and full stops; sentence construction; adjectives for description; conjunctions including <i>and</i> and <i>because</i> ; expanded noun phrases
Spoken Language / Oracy	discussion; questioning; storytelling; performance; turn-taking

Subject 2: 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.

Subject 3: Music

Core Knowledge



- Music uses sound, rhythm, pitch, dynamics and tempo.
- Voices and instruments can be used expressively.
- Listening carefully helps pupils notice musical features.

Disciplinary Knowledge

- Sing, chant and perform simple patterns.
- Explore tuned and untuned instruments.
- Create, select and combine sounds for a purpose.

Secure End Point

Pupils can participate confidently in musical performance and describe simple musical choices.

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

- identify beginning, middle and end within stories
- discuss characters and key events
- predict and infer from illustrations and text
- retrieve information from stories

Writing

- sequence beginning, middle and end
- retell narratives orally and in writing
- create simple character descriptions

Grammar and Punctuation

- use adjectives to describe characters and settings
- extend ideas using *and* and *because*
- orally rehearse longer ideas before recording

Spoken Language / Oracy

- retell stories orally
- discuss characters and events
- explain ideas through discussion and performance



Mixed-age Challenge (Year 2 depth)

Reading

- discuss why characters act in particular ways
- make simple inferences about characters' feelings and motives

Writing

- write three or more linked sentences independently
- include descriptive detail within narratives

Grammar

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

Future Learning (English)

Pupils are preparing for **Unit 4: The First Christmas**, where they will build upon narrative sequencing and move towards chronological recounts.

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

Curriculum Progression and National Curriculum Links

Science/ English

Year 1

- observe and describe
- sequence events



Year 2 extension

- explain ideas and patterns
- justify predictions

Disciplinary progression

- observe → sequence → explain

Future learning

Pupils will apply sequencing and explanation skills in Units 4 and 6.

Application Subject Progression and National Curriculum Links

DT

Year 1

- build and create using simple materials
- investigate wheels and axles

Year 2 extension

- evaluate and improve designs

Disciplinary progression

- make → test → improve

Computing

Year 1

- create simple digital images

Year 2 extension

- organise and communicate information digitally

Disciplinary progression

- create → organise → communicate

Cross-curricular links

Subject	Application
English	narrative retelling, vocabulary development, sentence composition
DT	designing and creating space-themed products
Music	creating sounds and performance to represent the story
PDL	emotional literacy, confidence and belonging
ICT	recording and presenting learning



National Curriculum Coverage Audit

Subject	Coverage within this unit
English	narrative sequencing, character understanding, sentence composition
Science	exploration and questioning about space
Art	creative response and representation
Spoken Language	storytelling, questioning and role-play

Anchor Texts:

- Astro Girl
- Look Up!
- Here We Are

Supporting texts/recommended reads:

- space fact books
- simple astronaut biographies
- visual information texts
- poetry linked to stars and space

Reading Focus:

- prediction and sequencing
- character understanding
- simple inference
- space vocabulary
- imagination and aspiration
- 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	adventure stories
Information	simple space texts
Poetry	repeated language and rhythm
Visual texts	images, maps and sequencing activities

Reading Spine Links

Reading Spine Unit: Jack's Amazing Adventure (KS1 Cycle 1)

Reading focus areas:

- adventure narratives
- prediction and sequencing
- vocabulary linked to space and exploration
- imagination and aspiration

Fluency approaches:

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

Retrieval focus:



<ul style="list-style-type: none"> • recalling characters and events • sequencing key events • identifying repeated language 	
<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: rocket, star, planet, moon</p> <p>Tier 2: explore, discover, journey, compare</p> <p>Tier 3: astronaut, orbit, gravity, spacecraft, investigate</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 • character voice and storytelling through role-play 	<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 experts 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>
<p>Assessment opportunities:</p> <p>Assessment information is used to identify barriers, inform adaptive teaching and ensure pupils receive timely support and challenge.</p>	



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
Narrative Understanding	Sequencing story events and discussing characters
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	sequencing and explanation	practical and written outcomes
Week 5	final outcome and communication	presentation, discussion and completed work

Assessment Checkpoints

Teachers monitor whether pupils can:

Knowledge

- identify key events, characters and themes within stories and learning experiences
- recall key vocabulary linked to journeys, exploration and experiences
- explain similarities and differences between people, places and experiences

Disciplinary Thinking

- ask and answer questions about texts and learning experiences
- use illustrations, stories and information to explain ideas
- make simple predictions and connections

Application

- communicate understanding through spoken, practical and written outcomes
- explain ideas using vocabulary from the unit
- 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
- review of narrative sequencing and story understanding

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: Storyybrook 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