



Scheme of Work		
Years: 1&2	Title: Uniquely Me	Weeks: 3 weeks
<p>Rationale: This unit builds directly on pupils' early learning behaviours, classroom routines and prior experiences by using the theme of Uniquely Me as a meaningful vehicle for knowledge acquisition, communication and personal development. The unit is deliberately structured so that pupils encounter new vocabulary, practise early disciplinary thinking and apply knowledge through purposeful outcomes.</p> <p>Pupils learn to:</p> <ul style="list-style-type: none"> engage with explicit teaching and guided practice use new vocabulary in spoken and practical contexts ask and answer simple questions apply knowledge through creative, practical and written outcomes develop confidence, independence and positive participation make links between lead subjects and wider application subjects <p>This unit demonstrates a broad and balanced integrated curriculum in which subject integrity is preserved. Each lead subject has clear core knowledge, disciplinary knowledge and secure end points, while application subjects give pupils additional opportunities to revisit and apply what they know.</p> <p>For SEMH learners, the unit is delivered through predictable routines, clear modelling, scaffolded tasks, visual supports, vocabulary rehearsal, emotional check-ins and regulation-aware teaching. Adaptation supports access to ambitious learning rather than reducing the curriculum expectation.</p>		
<p>Adaptive Teaching</p> <p>Examples of adaptation within this unit include:</p> <ul style="list-style-type: none"> visual timetables and now/next supports vocabulary pre-teaching and rehearsal sentence stems and modelling chunked instructions and reduced cognitive load oral rehearsal before recording ideas alternative recording methods (drawing, practical outcomes, verbal responses) sensory and movement opportunities where needed emotional check-ins and regulation support <p>Challenge and Greater Depth Opportunities</p> <p>Pupils demonstrating secure understanding may be challenged through:</p> <ul style="list-style-type: none"> increasingly independent application of learning deeper questioning and higher-order thinking interpretation and evaluation of evidence more sophisticated use of disciplinary and subject-specific vocabulary extended reasoning and justification of ideas leadership, collaboration and peer-support opportunities greater complexity within written, practical and presentation outcomes opportunities to make connections across subjects and contexts 		



<ul style="list-style-type: none"> • explain similarities and differences between people using increasingly ambitious vocabulary • make connections between identity, feelings and belonging • justify opinions and ideas through discussion and reflection 	
<p>Hook: Pupils are introduced to Uniquely Me 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 identity, feelings and personal strengths • compose simple sentences about themselves and others • create simple descriptions of personal characteristics and emotions • compose a short personal response linked to identity and belonging • edit and improve work with adult guidance
<p>Outcomes: By the end of the unit pupils produce:</p> <ul style="list-style-type: none"> • a class self-portrait gallery celebrating identity, strengths and individuality using oil pastels • a collection of spoken, practical and written learning evidence • vocabulary-rich classroom display work • a shared outcome presented to an audience 	<p>Success Criteria: By the end of the unit most pupils will be able to:</p> <ul style="list-style-type: none"> • use topic vocabulary within discussion and learning activities • identify personal strengths, similarities and differences • 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 what makes themselves and others unique • identify similarities and differences respectfully • use vocabulary linked to feelings, identity and belonging • communicate ideas confidently through spoken and written outcomes 	
<p>Common Misconceptions</p> <ul style="list-style-type: none"> • everyone likes the same things • people who look different cannot be similar • are always the same for everyone • some emotions are “bad” emotions • people are only good at one thing 	<p>Sticky Knowledge (Non-negotiable Learning)</p> <p>By the end of the unit pupils will know:</p> <ul style="list-style-type: none"> • people have similarities and differences • everyone has strengths and things they enjoy • feelings can affect behaviour and actions • words can help us explain thoughts and emotions



	<ul style="list-style-type: none"> • belonging helps people feel safe and valued
<p>Retrieval Opportunities</p> <ul style="list-style-type: none"> • Recall previous discussions about feelings and identity • Revisit key vocabulary: feelings, belonging, strengths <p>Week 1</p> <ul style="list-style-type: none"> • prior knowledge discussion and introduction to feelings vocabulary <p>Week 2</p> <ul style="list-style-type: none"> • recall emotions and identity vocabulary • revisit key characters and themes <p>Week 3</p> <ul style="list-style-type: none"> • explain learning using topic vocabulary • revisit key learning and reflect on progress <p>Year 2 extension opportunities</p> <p>Reading</p> <ul style="list-style-type: none"> • discuss characters and their feelings • make simple inferences <p>Writing</p> <ul style="list-style-type: none"> • extend ideas using <i>and</i> or <i>because</i> • re-read work to check meaning <p>Grammar</p> <ul style="list-style-type: none"> • expanded noun phrases (adult-modelled exposure) 	
<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 feelings, identity and belonging • 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 • full stops • finger spaces • sentence demarcation • simple adjectives • joining words such as <i>and</i> • oral sentence rehearsal before recording ideas
<p>Computing Integration</p>	



Pupils learn to:

- use technology to record ideas and information
- recognise that technology can help us communicate
- understand simple rules for using technology safely

Computing NC coverage:

- use technology purposefully
- online safety

Independence

Pupils move from:

- 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

To:

- 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

By the end of the unit pupils can:

- 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

Thinking

This unit develops:

- communication and listening
- observation and noticing
- comparison and classification
- creative thinking
- early reasoning and explanation
- self-reflection and emotional awareness

Cognitive progression

Week 1: Knowledge Launch - Pupils focus on introducing the topic, establishing prior knowledge, teaching key vocabulary and engaging pupils through practical exploration.

Week 2: Knowledge Building - Pupils focus on developing core concepts through explicit teaching, modelling, guided practice and structured discussion.

Week 3: Application - Pupils focus on applying new knowledge through practical, creative, spoken and written outcomes.

Building on Previous Learning

Pupils may draw upon:

- previous experiences of family, friendships and belonging
- prior discussion about feelings and emotions
- vocabulary developed through stories, conversation and classroom routines
- experiences from home, nursery or previous educational settings

3 Lead Subjects National Curriculum Links



Subject 1: PDL

Core Knowledge

- Feelings influence behaviour, learning and relationships.
- People have similarities, differences, preferences and strengths.
- Safe routines and trusted adults support belonging and learning readiness.

Disciplinary Knowledge

- Name and discuss feelings using age-appropriate vocabulary.
- Reflect on choices, relationships and classroom expectations.
- Practise cooperation, turn-taking and safe communication.

PDL reflection opportunities

- recognising emotions in self and others
- discussing similarities and differences respectfully
- identifying personal strengths and achievements
- reflecting on relationships and belonging

Secure End Point

Pupils can recognise feelings, participate positively and explain simple ways to stay safe and supported.

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.

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

Secure End Point

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

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

History

- The past is different from the present.
- Events can be sequenced using time language.
- Sequence events using before, after, past and present.

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

- discuss word meanings
- predict from pictures
- join in with stories

Writing

- compose orally before writing
- write words and simple sentences

Grammar

- capital letters
- finger spaces
- full stops

Mixed-age challenge (Year 2 depth)

Reading

- discuss characters and feelings
- make simple inferences



Writing

- extend ideas using *and* and *because*
- re-read writing to check meaning

Grammar

- expanded noun phrases (adult modelled)

Future Learning (English)

Pupils are preparing for *Unit 2: Special to Us* where they will build upon early communication and writing skills by applying them within broader contexts involving relationships, celebrations and experiences.

Reading

- sequence simple events and experiences
- retrieve information from stories and discussions
- discuss similarities and differences

Writing

- sequence ideas into linked sentences
- write simple explanations and personal responses
- develop writing beyond labels and captions

Grammar and Punctuation

- use simple adjectives to add detail
- use *and* to join ideas
- rehearse and record longer sentences

Spoken Language / Oracy

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

Curriculum Progression and National Curriculum Links

PDL

Year 1

- identify feelings and personal characteristics
- discuss similarities and differences
- recognise safe relationships and trusted adults

Year 2 extension

- explain feelings and choices



- describe strengths and challenges
- explain how relationships affect wellbeing

Disciplinary progression

- recognise → discuss → reflect

Future learning

Pupils will use this understanding in Unit 2 when discussing people, relationships and celebrations.

Application Subject Progression and National Curriculum Links

Art

Year 1

- explore colour, line and self-portrait techniques
- experiment with materials

Year 2 extension

- make choices about colour and detail to communicate meaning

Disciplinary progression

- explore → select → communicate

Future learning

Pupils will use drawing and representation skills in Units 5 and 11.

Computing

Year 1

- use simple technology safely
- record ideas digitally

Year 2 extension

- organise and present information digitally

Disciplinary progression

- use → create → communicate

Cross-curricular links

Subject	Application
English	personal responses, vocabulary development and sentence composition
PDL	emotional literacy, identity and relationships
Art	self-portraits and visual representation



History	discussing change over time and personal history
ICT	recording and presenting learning

National Curriculum Coverage Audit

Subject	Coverage within this unit
PDL	identifying feelings, relationships, similarities and differences
English	discussion, vocabulary development, simple sentence composition, listening and responding
Art	self-portraits, colour, observational drawing
Spoken Language	asking and answering questions, discussion and sharing ideas

Anchor Texts:

- Only One You
- The Day You Begin
- All Are Welcome
- An Emotional Menagerie

Supporting texts/recommended reads

- stories linked to friendship and identity
- books exploring emotions and belonging
- visual information texts
- poetry linked to feelings and self-expression

Reading Focus:

- emotional literacy
- identity and belonging
- simple inference
- character feelings
- vocabulary development
- prediction
- character understanding
- discussion and response

Disciplinary Reading Opportunities

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

Genre	Coverage
Picture books	identity and belonging texts
Narrative	stories about feelings and relationships
Information	simple texts about people and families
Visual texts	photographs and illustrations

Reading Spine Unit: Uniquely Me (KS1 Cycle 1)

Reading focus areas:

- emotional literacy
- identity and belonging
- inference and character understanding
- vocabulary linked to emotions and relationships



Fluency approaches:

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

Retrieval focus:

- recalling feelings vocabulary
- identifying characters and emotions
- recognising themes and repeated ideas

Vocabulary Development

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

Tiered vocabulary:

Tier 1: friend, happy, family, feelings

Tier 2: belong, kind, proud, different, community

Tier 3: identity, emotion, relationship, confidence

Oracy & Fluency

Pupils develop fluency, communication and confidence through:

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

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, talks or observation tasks 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:

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
Personal Development	Discussions of feelings, strength and belonging
Final Outcome	Evaluation of pupils' ability to communicate and apply learning within the final outcome

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

Week	Assessment Focus	Evidence
Week 1	prior knowledge and vocabulary	discussion and observation
Week 2	use of new vocabulary	oral responses
Week 3	understanding feelings and identity	practical and written outcomes

Assessment Checkpoints

Teachers monitor whether pupils can:

Knowledge

- identify and describe things that make themselves and others unique
- recall key vocabulary linked to identity, emotions and belonging
- explain what makes people similar and different

Disciplinary Thinking

- ask and answer questions about themselves and others



- make simple comparisons between experiences and viewpoints
- use stories, discussion and experiences to explain ideas

Application

- communicate understanding through spoken, practical and written outcomes
- explain how positive relationships and belonging support wellbeing
- 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
- pupil discussion about identity, strengths and belonging

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