

Scheme of Work

Years:
1&2

Title:
Sustain

Weeks:
1 week

Rationale:

This unit builds directly on pupils' early learning behaviours, classroom routines and prior experiences by using the theme of Sustain 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 end-points, 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.

Curriculum Positioning

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.

Prior Learning Links

- local environments and communities
- living things and habitats
- seasonal change and caring for the environment
- previous learning about human and physical features

Retrieval Opportunities

- How do humans affect environments?
- What have we learned about living things and habitats?
- How can people care for places and communities?
- What changes can happen within environments over time?

Final Outcome

- create, present and explain an action plan or campaign to improve environmental sustainability within the school or local community using appropriate geographical and environmental vocabulary

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
- explain how people can influence environments positively and negatively
- compare viewpoints and identify possible solutions
- justify ideas using observations and discussion

Hook:

Pupils are introduced to Sustain 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 caring for the environment
- compose simple sentences linked to sustainability and caring for the world
- create short descriptions of actions that help people and environments
- write a short pledge linked to protecting the world around them
- edit and improve work with adult guidance

Outcomes

By the end of the unit pupils produce:

- an environmental pledge or sustainability display shared with 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 simple ways to care for people and the environment
- compose and record simple sentences with support

	<ul style="list-style-type: none"> • 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 how people can care for and protect environments and living things • identify how human actions can affect places, communities and the natural world • use observations and evidence to explain ideas about sustainability and environmental responsibility • use geographical and environmental vocabulary accurately to communicate understanding • communicate ideas confidently through spoken, practical and written outcomes 	
<p>Common Misconceptions</p> <ul style="list-style-type: none"> • one person cannot make a difference • litter only affects appearance • environments look after themselves • helping the environment only means recycling • people do not affect the natural world 	<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 can make choices that help environments • environments should be cared for and protected • actions can affect the world around us • people share responsibility for caring for places • vocabulary helps explain ideas and opinions
<p>Retrieval Opportunities</p> <ul style="list-style-type: none"> • Recall local environment learning from <i>Round About Winkfield</i> • Revisit responsibility and environment vocabulary • recall prior learning about living things and environments • revisit key vocabulary through discussion and repeated reading • identify ways to help and protect the environment • 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 9: Shabbat</p> <p>Reading</p> <ul style="list-style-type: none"> • 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

Spelling

Pupils apply:

- phonemes and graphemes taught through Read Write Inc.
- common exception words appropriate to Year 1
- topic vocabulary linked to sustainability and the environment
- oral segmenting and blending strategies
- spelling through repeated reading and writing opportunities

Grammar and Punctuation Focus

Pupils develop:

- capital letters and full stops (retrieval)
- adjectives for describing environments and actions
- conjunctions including *and*, *because*, *so* and *when*
- persuasive vocabulary including:
 - should
 - must
 - can
- expanded noun phrases
- oral sentence rehearsal before recording ideas
- exclamation marks
- if/that/when
- command sentences for persuasion

Computing Integration

Pupils learn to:

- identify safe and unsafe online behaviours
- understand that trusted adults help keep us safe online

NC:

- online safety

Independence

Pupils move from:

Thinking

This unit develops:

- 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

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

Cognitive progression

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

Building on Previous Learning

Pupils may draw upon:

- previous experiences of environments and nature
- vocabulary linked to caring for places and living things
- discussions about responsibility and helping others
- observations from home and school experiences

3 Lead Subjects

Subject 1: Geography

Core Knowledge

- Places have human and physical features.
- Weather, seasons and environments can be observed and described.
- Maps, photographs and fieldwork help us understand places.

Disciplinary Knowledge

- Use simple maps, photographs and observations.
- Describe locations using basic geographical language.
- Compare familiar and contrasting places.

Geographical enquiry opportunities

- observing environments and local features
- asking questions about places and environments

- identifying ways people can care for environments
- gathering and discussing information from observations and images

Secure End Point

Pupils can describe features of places and use simple geographical vocabulary and observations.

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	environmental reading; retrieval and discussion; persuasive language; simple inference ; identifying themes and messages; shared reading of anchor texts
Writing	oral rehearsal; sentence composition; pledge writing; persuasive responses; explanations and descriptions; 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> ; persuasive vocabulary; 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

Science

- Living things have basic needs and can be observed and classified.

- Plants and animals have features that can be named and described.
- Ask simple questions.

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 texts
- identify key messages and themes
- discuss how texts communicate ideas and viewpoints

Writing

- write simple pledges and persuasive responses
- communicate ideas for a purpose and audience
- explain actions and choices

Grammar and Punctuation

- organise ideas into linked sentences
- use increasingly precise and persuasive vocabulary

Spoken Language / Oracy

- discuss ideas and viewpoints respectfully
- explain choices and suggestions
- justify simple viewpoints using topic vocabulary
- communicate learning confidently

Mixed-age Challenge (Year 2 depth)

Reading

- explain messages and viewpoints within texts
- make simple inferences about choices and actions

Writing

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

Grammar

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

Future Learning (English)

Pupils are preparing for **Unit 11**, where they will move from persuasive responses towards deeper inference and emotional understanding within narratives.

Reading

- make simple inferences about characters and feelings
- discuss themes and messages

Writing

- communicate responses to characters and events
- describe feelings and viewpoints

Grammar and Punctuation

- use increasingly precise vocabulary
- apply sentence structures independently

Spoken Language / Oracy

- discuss feelings and ideas respectfully
- explain responses using topic vocabulary

Curriculum Progression and National Curriculum Links

Geography

Year 1

- identify ways environments can be cared for

Year 2 extension

- explain choices and justify actions

Disciplinary progression

- identify → compare → justify

Future learning

Pupils will apply reflection and explanation skills in Unit 11.

Application Subject Progression and National Curriculum Links

Computing

Year 1

- record ideas digitally

Year 2 extension

- create simple digital presentations

Disciplinary progression

- use → create → communicate

DT

Year 1

- create simple products

Year 2 extension

- evaluate usefulness and improve designs

Disciplinary progression

- design → make → evaluate

Cross-curricular links

Subject	Application
English	pledge writing, vocabulary development and sentence composition
Geography	environments and local responsibility
Science	living things and caring for environments
Art	creating visual responses and sustainability messages
ICT	recording and presenting learning
PDL	emotional literacy, belonging and reflection

National Curriculum Coverage Audit

Subject	Coverage within this unit
Geography	environments and human impact
Science	living things and habitats
English	persuasive writing and explanation
Spoken Language	discussion and presenting viewpoints

Anchor Texts:

- Clean Up!
- Save the Ocean
- Dear Earth

Supporting texts/recommended reads

- simple texts about caring for the environment
- stories linked to nature and sustainability
- visual information texts
- poems linked to the natural world

Reading Focus:

- environmental vocabulary and themes
- persuasive language
- retrieval and simple inference
- identifying messages and viewpoints
- discussion and debate

Disciplinary Reading Opportunities

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

Genre	Coverage
Information	environmental texts
Persuasive texts	caring for the environment
Narrative	stories with environmental themes
Visual texts	photographs and posters

Reading Spine Unit: Sustain (KS1 Cycle 1)

Reading focus areas:

- environmental vocabulary and themes
- persuasive language
- retrieval and simple inference
- vocabulary linked to sustainability and responsibility
- identifying messages and viewpoints

Fluency approaches:

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

Retrieval focus:

- recalling environmental vocabulary
- identifying key messages and themes
- recognising repeated language and ideas

Vocabulary Development

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

Tiered Vocabulary:

Tier 1: tree, water, rubbish, earth

Tier 2: protect, reduce, recycle, care, habitat

Tier 3: environment, sustainability, pollution, conservation

Oracy & Fluency

SEMH Reading Approach

Texts are selected to provide emotional safety, opportunities for reflection, strong relational themes

<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 and presentation of ideas for helping the environment 	<p>and meaningful discussion to support regulation, belonging and confidence.</p>
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<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. 	
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<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>
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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
Environmental Understanding	Discussion and explanations of ways to protect environments
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 environmental responsibility	practical and written outcomes
final outcome and communication	presentation and completed work

Assessment Checkpoints

Teachers monitor whether pupils can:

Knowledge

- identify ways people care for environments and living things
- recall vocabulary linked to sustainability and environmental responsibility
- explain how humans affect environments

Disciplinary Thinking

- ask questions and investigate environmental issues
- interpret information and identify patterns
- compare different viewpoints and solutions

Application

- communicate understanding through spoken, practical and written outcomes
- explain ideas using geographical 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 responsibility and environmental choices

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