



Scheme of Work		
<b>Years:</b> 1&2	<b>Title:</b> Round About Winkfield	<b>Weeks:</b> 6 weeks
<p><b>Rationale:</b></p> <p><b>This unit builds directly</b> on pupils' early learning behaviours, classroom routines and prior experiences by using the theme of Round About Winkfield 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> <li>• investigate features of the local area and community</li> <li>• identify similarities and differences between the local area in the past and present</li> <li>• ask and answer questions using photographs, maps and local sources</li> <li>• understand how local places and communities change over time</li> </ul> <p><b>This unit demonstrates a</b> 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><b>For SEMH learners,</b> 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>Adaptive Teaching</b></p> <p><b>Examples of adaptation within this unit include:</b></p> <ul style="list-style-type: none"> <li>• visual timetables and now/next supports</li> <li>• vocabulary pre-teaching and rehearsal</li> <li>• sentence stems and modelling</li> <li>• chunked instructions and reduced cognitive load</li> <li>• oral rehearsal before recording ideas</li> <li>• alternative recording methods (drawing, practical outcomes, verbal responses)</li> <li>• sensory and movement opportunities where needed</li> <li>• emotional check-ins and regulation support</li> </ul> <p><b>Challenge and Greater Depth Opportunities</b></p> <p>Pupils demonstrating secure understanding may be challenged through:</p> <ul style="list-style-type: none"> <li>• increasingly independent application of learning</li> <li>• deeper questioning and higher-order thinking</li> <li>• interpretation and evaluation of evidence</li> <li>• more sophisticated use of disciplinary and subject-specific vocabulary</li> <li>• extended reasoning and justification of ideas</li> <li>• leadership, collaboration and peer-support opportunities</li> </ul>		



<ul style="list-style-type: none"> <li>• greater complexity within written, practical and presentation outcomes</li> <li>• opportunities to make connections across subjects and contexts</li> <li>• compare local environments and explain similarities and differences</li> <li>• interpret simple maps and observations independently</li> <li>• justify ideas using geographical vocabulary and evidence</li> </ul>	
<p><b>Hook:</b>  <b>Pupils are introduced</b> to Round About Winkfield 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><b>Opening challenge:</b>            Can you become a Year 1 expert and create something that helps other people understand what you have learned?</p>	<p><b>Writing Outcomes:</b>            By the end of the unit pupils will:</p> <ul style="list-style-type: none"> <li>• orally rehearse ideas before writing</li> <li>• write labels and captions linked to local places and environments</li> <li>• sequence and write simple sentences about places and journeys</li> <li>• create simple descriptions of local features and environments</li> <li>• compose a short explanation or recount linked to Winkfield and the local area</li> <li>• edit and improve work with adult guidance</li> </ul>
<p><b>Outcomes:</b>            By the end of the unit pupils produce:</p> <ul style="list-style-type: none"> <li>• a local area exhibition or “Round About Winkfield” presentation for families and visitors</li> <li>• a collection of spoken, practical and written learning evidence</li> <li>• vocabulary-rich classroom display work</li> <li>• a shared outcome presented to an audience</li> </ul>	<p><b>Success Criteria</b>            By the end of the unit most pupils will be able to:</p> <ul style="list-style-type: none"> <li>• use topic vocabulary within discussion and learning activities</li> <li>• identify and describe features of the local environment</li> <li>• compose and record simple sentences with support</li> <li>• apply taught phonics within reading and writing activities</li> <li>• participate in oral storytelling and discussion</li> <li>• communicate learning confidently through a final outcome</li> </ul>
<p><b>Secure End Point</b></p> <p>Pupils can:</p> <ul style="list-style-type: none"> <li>• explain key features of their local area and community</li> <li>• identify similarities and differences between places and environments</li> <li>• use geographical vocabulary to describe human and physical features</li> <li>• interpret simple maps, observations and local information to explain ideas</li> <li>• communicate understanding confidently through spoken, practical and written outcomes</li> </ul>	
<p><b>Common Misconceptions</b></p> <ul style="list-style-type: none"> <li>• all places look the same</li> <li>• all places have the same features</li> <li>• maps are pictures rather than representations</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>• places have human and physical features</li> </ul>



- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• towns and villages are identical</li> <li>• people use places in the same way</li> </ul> | <ul style="list-style-type: none"> <li>• maps and observations help us learn about places</li> <li>• environments have similarities and differences</li> <li>• people use places for different purposes</li> <li>• geographical vocabulary helps describe locations</li> </ul> |
|---|--|

**Retrieval Opportunities**

- Recall local features and community learning
- Revisit map and location vocabulary

- Week 1** - prior knowledge discussion  
**Week 2** - recall key geographical vocabulary  
**Week 3** - identify and describe local features  
**Week 4** - compare different places and environments  
**Week 5** - explain learning using topic vocabulary  
**Week 6** - reflect on learning and revisit key knowledge

**Prior Learning**

Pupils revisit and apply learning from Unit 4: The First Christmas

**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



<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 places, maps and environments</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 places and environments</li> <li>• conjunctions including <i>and</i>, <i>because</i> and <i>when</i></li> <li>• expanded noun phrases</li> <li>• oral sentence rehearsal before recording ideas</li> <li>• question marks</li> <li>• use of <i>but/ or</i></li> </ul>
<p><b>Computing Integration</b></p> <p><b>Pupils learn to:</b></p> <ul style="list-style-type: none"> <li>• use digital maps and simple mapping tools</li> <li>• identify features using digital technology</li> <li>• collect and organise information</li> </ul> <p><b>Computing NC coverage:</b></p> <ul style="list-style-type: none"> <li>• organise digital content</li> <li>• use technology purposefully</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> <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>	<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> <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> <p><b>Week 2:</b> Knowledge Building - Pupils focus on developing core concepts through explicit teaching, modelling, guided practice and structured discussion.</p> <p><b>Week 3:</b> Application - Pupils focus on applying new knowledge through practical, creative, spoken and written outcomes.</p>



**Week 4:** Deepening - Pupils focus on deepening understanding through comparison, questioning, collaboration and independent practice.

**Week 5:** Outcome Preparation - Pupils focus on preparing final products through rehearsal, refinement, editing, making or presentation.

**Week 6:** Celebration and Reflection - Pupils focus on sharing outcomes, revisiting key vocabulary, assessing understanding and reflecting on progress.

**Building on Previous Learning**

Pupils may draw upon:

- previous experiences of places and environments
- understanding of familiar routes and local features
- vocabulary linked to homes, communities and maps
- observations from daily life

**3 Lead Subjects National Curriculum Links**

**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
- explain how actions affect environments
- justify choices about caring for places

**Geographical enquiry opportunities**

- observing local environments and features
- asking questions about places
- using simple maps and photographs
- gathering and recording information through fieldwork

**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	Retrieval; geographical reading; visual literacy; comparison; observation; simple inference; shared reading of anchor texts
Writing	oral rehearsal; sentence composition; information writing; explanations; comparison writing; 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> and <i>when</i> ; expanded noun phrases
Spoken Language / Oracy	discussion; questioning; storytelling; performance; turn-taking

**Subject 3: Science**

**Core Knowledge**

- Living things have basic needs and can be observed and classified.
- Plants and animals have features that can be named and described.
- Simple scientific questions can be answered through observation and testing.

**Disciplinary Knowledge**

- Ask simple questions.
- Observe closely using simple equipment.
- Identify, classify and describe findings.
- Use observations to suggest answers.

**Secure End Point**

Pupils can observe, describe and compare living things and simple materials using scientific vocabulary.

**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.



**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.

**National Curriculum Focus (English)**

**Reading**

- retrieve information from texts
- identify similarities and differences between places
- discuss features and characteristics of environments

**Writing**

- create simple information texts
- describe and compare places
- explain observations and findings

**Grammar and Punctuation**

- use *because* to explain ideas
- extend descriptions with increasingly precise vocabulary
- organise ideas into linked sentences

**Spoken Language / Oracy**

- ask and answer questions
- explain observations using topic vocabulary
- communicate findings clearly

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

**Reading**

- explain similarities and differences between environments
- make simple inferences using visual and written information

**Writing**

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

**Grammar**

- apply expanded noun phrases independently



- use conjunctions including *and*, *because* and *when*

**Future Learning (English)**

Pupils are preparing for **Unit 6: Roots and Shoots**, where they will move from comparing places towards explaining processes and identifying cause and effect.

**Reading**

- retrieve and organise information
- identify patterns, relationships and change over time

**Writing**

- write simple explanations
- explain processes and observations

**Grammar and Punctuation**

- use conjunctions including:
  - because
  - so
  - when

**Spoken Language / Oracy**

- ask questions
- explain findings using topic vocabulary

**Curriculum Progression and National Curriculum Links**

**Geography**

**Year 1**

- identify local human and physical features
- use simple maps and observations

**Year 2 extension**

- compare places and explain differences
- ask geographical questions

**Disciplinary progression**

- observe → identify → compare

**Future learning**

Pupils will apply geographical understanding to environments in Units 6 and 10.

**Application Subject Progression and National Curriculum Links**

**Computing**



**Year 1**

- use photographs and digital maps

**Year 2 extension**

- gather and present information

**Disciplinary progression**

- observe → record → communicate

**Art**

**Year 1**

- draw features of places

**Year 2 extension**

- include increasing detail and perspective

**Disciplinary progression**

- observe → represent → refine

**Cross-curricular links**

Subject	Application
English	explanation writing, vocabulary development, sentence composition
Geography	local area study and fieldwork
Science	observation and comparison of environments
History	comparing past and present
ICT	recording and presenting learning
PDL	emotional literacy, confidence and reflection

**National Curriculum Coverage Audit**

Subject	Coverage within this unit
Geography	local area study, human and physical features, maps
English	explanation and descriptive writing
Computing	use of photographs and simple digital mapping
Spoken Language	presenting findings and discussion

**Anchor Texts:**

- Katie in London
- Maps
- Martha Maps It Out

**Reading Focus:**

- geographical reading
- visual literacy and observation
- comparison and explanation
- vocabulary linked to places and environments



<p><b>Supporting texts/recommended reads</b></p> <ul style="list-style-type: none"> <li>• simple local area and map books</li> <li>• non-fiction texts about communities and places</li> <li>• visual information texts and photographs</li> <li>• poetry linked to places and journeys</li> </ul>	<ul style="list-style-type: none"> <li>• simple inference</li> <li>• retrieval</li> </ul>
--	---

**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	local area texts
Narrative	stories linked to places and journeys
Maps and visual texts	maps, photographs and symbols
Non-fiction	environments and communities

**Reading Spine Unit: Round About Winkfield (KS1 Cycle 1)**

**Reading focus areas:**

- geographical reading and observation
- comparison and explanation
- simple inference using visual and written information
- vocabulary linked to places and environments

**Fluency approaches:**

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

**Retrieval focus:**

- recalling geographical vocabulary
- identifying local features
- interpreting simple visual information

**Vocabulary Development**

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

**Tiered Vocabulary:**

**Tier 1:** house, road, tree, park



**Tier 2:** local, compare, observe, journey, route

**Tier 3:** map, route, environment, human feature, physical feature

**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
- presentation of local findings and observations

**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, talk or observation task 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:**

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



Geography	Identification and description of local features and environments
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	geographical observation and comparison	practical and written outcomes
Week 5	preparation of final outcome	discussion and completed work
Week 6	final outcome and communication	presentation, reflection and completed work

**Assessment Checkpoints**

Teachers monitor whether pupils can:

**Knowledge**

- identify key features of the local area and community
- recall key vocabulary linked to places, maps and environments
- explain similarities and differences between places

**Disciplinary Thinking**

- use maps, observations and local information to explain ideas
- ask and answer questions about environments and communities
- identify patterns and make comparisons

**Application**

- communicate understanding through spoken, practical and written outcomes
- explain features of the local area 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 observations
- review of geographical vocabulary and understanding of local environments



**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