



Scheme of Work		
Years: 3&4	Title: Winter Wishes	Weeks: 2 weeks
<p>Rationale</p> <p>This unit develops pupils' understanding of winter traditions, celebrations and experiences through rich literature, poetry and discussion. Pupils explore how stories and celebrations can connect people across different cultures and communities while developing empathy, reflection and emotional literacy.</p> <p>Texts and learning experiences encourage pupils to compare experiences, interpret meaning and explore figurative language while strengthening confidence in discussion, performance and written expression.</p> <p>Within the Storyybrook context, carefully selected texts provide opportunities for belonging, curiosity and reflection while supporting pupils to develop confidence and expressive language skills.</p> <p>Pupils learn to:</p> <ul style="list-style-type: none"> • compare traditions, celebrations and experiences across different cultures and communities • retrieve, infer and interpret information from fiction, poetry and supporting texts • identify and explain descriptive and figurative language • discuss and reflect on themes, emotions and perspectives within texts • use evidence from texts to explain and justify ideas • communicate understanding through discussion, writing and performance opportunities • develop empathy and understanding through stories and shared experiences • apply increasingly ambitious vocabulary in spoken and written work • present ideas with growing confidence and independence • identify how sounds are made through vibrations • recognise that vibrations travel through a medium to the ear • investigate how pitch and volume change • identify patterns between the volume of a sound and the strength of vibrations • identify patterns between pitch and features of objects that produce sounds 		
<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
- compare beliefs, traditions and celebrations across communities and cultures
- justify interpretations of stories, symbols and traditions
- explain how beliefs can influence actions and experiences

<p>Hook Create a Winter Wishes Mystery Box / Winter Experience Room containing:</p> <ul style="list-style-type: none"> • fairy lights • pine cones • wrapped gift boxes • winter poems or quotes • snow images/footprints • winter objects from different traditions and celebrations • music or winter sound effects <p>Pupils explore, discuss and make predictions:</p> <ul style="list-style-type: none"> • <i>What clues can you see?</i> • <i>What do these objects tell us?</i> • <i>What memories or feelings do these remind you of?</i> • <i>What might winter mean to different people?</i> <p>Opening challenge</p> <p><i>How can stories, traditions and celebrations help people feel connected?</i></p> <p>Pupils:</p> <ul style="list-style-type: none"> • discuss initial ideas with partners • make predictions using visual prompts and texts • record thoughts through words, drawings or discussion • revisit responses at the end of the unit to identify how thinking has changed 	<p>Writing outcomes By the end of the unit pupils will:</p> <ul style="list-style-type: none"> • orally rehearse ideas before writing • write descriptive phrases and sentences using ambitious winter vocabulary and figurative language • compose short reflections linked to feelings, experiences and themes within texts • compare traditions, celebrations and experiences using simple comparative language • create a winter-themed poem or descriptive piece using imagery and expanded noun phrases • communicate opinions and interpretations using evidence from texts and discussion • edit and improve writing through discussion, peer support and adult guidance
<p>Outcomes</p> <p>By the end of the unit pupils produce:</p> <ul style="list-style-type: none"> • a Winter Wishes Showcase shared with adults, peers or visitors • a collection of spoken, practical and written learning evidence • a winter poem, reflection or descriptive writing outcome demonstrating use of ambitious vocabulary and figurative language 	<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 • identify and discuss similarities and differences between traditions, celebrations and experiences • retrieve information and infer meaning from texts using evidence



<ul style="list-style-type: none"> • comparative work linked to winter traditions, celebrations and experiences • vocabulary-rich classroom display work linked to themes of reflection, empathy and belonging • a shared performance outcome through poetry recital, storytelling or presentation to an audience 	<ul style="list-style-type: none"> • identify and explain examples of descriptive and figurative language • compose and record written responses using appropriate vocabulary and sentence structures • participate in poetry performance, storytelling and collaborative discussion • communicate learning confidently through a final outcome or presentation
--	---

<p>Secure End Point</p> <p>Pupils can:</p> <ul style="list-style-type: none"> • explain how celebrations and traditions can reflect beliefs, cultures and communities • identify similarities and differences between traditions, experiences and viewpoints • use evidence from stories, discussion and learning experiences to explain ideas • use appropriate cultural and disciplinary vocabulary to communicate understanding • communicate understanding confidently through spoken, practical and written outcomes

<p>Common Misconceptions</p> <ul style="list-style-type: none"> • everyone celebrates winter in the same way • all traditions and celebrations are linked to the same beliefs or experiences • people experience winter in the same way regardless of culture, community or personal experience • stories always represent real experiences exactly as they happen • figurative language should be interpreted literally • there is only one correct interpretation of a story, poem or text • illustrations and images do not provide evidence or meaning • feelings, perspectives and experiences are always the same for different people • characters' actions and emotions do not need evidence from the text 	<p>Sticky Knowledge (Non-negotiable Learning)</p> <p>By the end of the unit pupils will know:</p> <ul style="list-style-type: none"> • traditions and celebrations can differ across communities and cultures • stories and celebrations help people feel connected • authors use descriptive and figurative language to create meaning • people may experience winter differently • similarities and differences can be identified through discussion and evidence from texts
--	---

<p>Retrieval Opportunities</p> <ul style="list-style-type: none"> • recall prior learning linked to traditions, celebrations and communities from previous RE and wider curriculum learning • revisit key vocabulary through discussion, repeated reading and oral rehearsal • retrieve information and themes from anchor and supporting texts • identify examples of descriptive and figurative language within texts and poetry • recall similarities and differences between traditions and experiences • revisit emotions, perspectives and empathy through discussion and reflection activities • use retrieval questions and discussion prompts to explain ideas using evidence from texts • revisit key messages and reflect on how thinking has changed throughout the unit



Prior Learning

Pupils revisit and apply learning from Autumn 2: Rock Detectives

Reading

- retrieve information from fiction and non-fiction texts
- identify and explain key vocabulary and concepts
- interpret diagrams, images and evidence
- discuss themes, ideas and information from texts

Retrieval Opportunities

- retrieval of celebration and cultural vocabulary
- flashback questions linked to beliefs and traditions
- recall of sticky knowledge through comparison activities
- retrieval through reading and discussion

Writing

- write descriptions, explanations and information linked to learning
- communicate ideas using increasingly precise vocabulary
- organise ideas into sentences and short paragraphs

Grammar and Punctuation

- use expanded noun phrases
- use conjunctions to explain and extend ideas
- use fronted adverbials and accurate punctuation within writing

Spoken Language / Oracy

- discuss ideas using topic vocabulary
- explain thinking using evidence and reasoning
- participate in collaborative discussion and presentations
- communicate learning confidently

Spelling

Pupils apply:

- Year 3-4 spelling rules and patterns taught through the school spelling programme and English curriculum
- common exception words appropriate to Years 3 and 4
- topic vocabulary linked to winter traditions, celebrations, emotions and reflection
- prefixes and suffixes introduced within Year 3-4 learning (*for example: un-, re-, dis-, -ly, -ation, -ous*)
- morphology and word investigation to explore meaning and word families

Grammar and Punctuation Focus

Pupils develop:

- expanded noun phrases to create description and imagery
- conjunctions including because, when, if, although, so and while
- fronted adverbials linked to time, place and mood
- commas after fronted adverbials
- descriptive and figurative language including similes and ambitious vocabulary choices
- paragraphs to organise ideas and related themes
- direct speech where appropriate within stories or reflections



<ul style="list-style-type: none"> • oral segmenting, syllabification and proofreading strategies • spelling through repeated reading, writing and retrieval opportunities <p>Spelling Progression Links - Unit Specific</p> <ul style="list-style-type: none"> • apply suffixes and word families linked to descriptive and figurative language • practise Year 3-4 statutory spelling words through poetry and reflective writing • apply spelling knowledge within descriptive and comparative outcomes • apply spelling knowledge within vocabulary including vibration, volume, pitch, sound and medium 	<ul style="list-style-type: none"> • oral sentence rehearsal before recording ideas • accurate punctuation including capital letters, full stops, commas, question marks and exclamation marks • use comparative language and conjunctions to explain observations (<i>e.g. louder, quieter, higher, lower, because, therefore</i>)
---	--

<p>Computing Integration</p> <p>Pupils learn to:</p> <ul style="list-style-type: none"> • create and follow simple sequences of instructions • understand that instructions must be clear and ordered • identify mistakes and improve instructions <p>NC coverage:</p> <ul style="list-style-type: none"> • algorithms • debugging 	
--	--

<p>Independence</p> <p>Pupils move from:</p> <ul style="list-style-type: none"> • supported discussion and heavily modelled interpretation of texts • relying on adults to identify meaning, themes and vocabulary • using ideas mainly through guided talk and structured responses • needing support to organise thoughts and communicate opinions <p>To:</p> <ul style="list-style-type: none"> • increasingly independent participation in discussion and reflection activities • identifying and explaining themes, feelings and ideas with growing confidence • selecting and applying topic vocabulary independently within speaking and writing • organising and communicating ideas with reduced prompting 	<p>Thinking</p> <p>This unit develops:</p> <ul style="list-style-type: none"> • comparison and identifying similarities and differences • interpretation of themes, experiences and traditions • reflection and emotional understanding • inference and using evidence from texts • understanding perspectives and empathy • communicating ideas and opinions with increasing confidence • making connections between texts, experiences and wider learning <p>Cognitive Progression</p> <p>Pupils move from:</p> <p>identifying and recalling information ↓ recognising similarities and differences ↓</p>
--	--



<ul style="list-style-type: none"> • sharing learning confidently through performance and presentation opportunities <p>By the end of the unit pupils can:</p> <ul style="list-style-type: none"> • recall and apply key vocabulary and sticky knowledge • explain similarities and differences between traditions and experiences • use evidence from texts to support ideas and interpretations • communicate thoughts and reflections using discussion and written outcomes • present learning with increasing confidence and independence 	<p>interpreting meaning and themes</p> <p>↓</p> <p>reflecting on experiences and perspectives</p> <p>↓</p> <p>explaining ideas using evidence</p> <p>↓</p> <p>communicating and justifying understanding</p>
--	--

3 Lead Subjects National Curriculum Links

English

Pupils develop understanding of winter traditions, experiences and themes through rich literature, poetry and discussion. Pupils explore how texts communicate meaning through language, imagery and author choices while developing empathy, reflection and increasingly sophisticated communication skills.

Year 3

- retrieve information from fiction, poetry and supporting texts
- identify themes, vocabulary and important ideas within texts
- discuss similarities and differences between experiences and traditions
- identify descriptive language and simple figurative language
- communicate understanding through discussion and written responses

Year 4 Extension

- explain how language choices create meaning and atmosphere
- compare themes, traditions and perspectives across texts
- justify interpretations using evidence independently
- explain author choices and their effect on readers
- communicate increasingly sophisticated responses through discussion and writing

Disciplinary Knowledge

Pupils work as readers and writers by:

- retrieving information
- identifying themes and ideas
- interpreting vocabulary and figurative language
- discussing and reflecting on meaning
- justifying ideas using evidence
- communicating understanding through spoken and written outcomes

Disciplinary Progression



retrieve → infer → interpret → reflect → justify

Secure End Point

Pupils independently communicate interpretations and reflections using evidence, ambitious vocabulary and increasingly confident spoken and written responses.

Area	Coverage within this unit
Reading	retrieval; inference; comparison of traditions; interpreting figurative language; poetry appreciation; shared reading of anchor texts
Writing	oral rehearsal; descriptive writing; diary/reflection writing; poetry writing; comparison writing; shared and independent writing
Spelling	Year 3 spelling rules and patterns; common exception words; seasonal and topic vocabulary; prefixes and suffixes; proofreading strategies
Grammar and Punctuation	expanded noun phrases; conjunctions including because, when, although and if; fronted adverbials; commas after fronted adverbials; accurate punctuation
Spoken Language / Oracy	discussion; questioning; poetry performance; collaborative talk; storytelling; explanation and reflection

Genre	Coverage
Narrative fiction	winter stories and experiences; character perspectives and themes of belonging
Poetry	winter poetry; imagery; rhythm; performance and figurative language
Reflective writing	personal responses, feelings and experiences linked to texts and themes
Information texts	traditions, celebrations and cultural information
Comparative texts	similarities and differences between traditions, celebrations and experiences
Visual texts	illustrations, images and visual prompts used for inference and interpretation
Discussion texts	discussion and debate linked to traditions, viewpoints and experiences

Religious Education

Core Knowledge

Pupils develop understanding of traditions, celebrations, beliefs and experiences across different communities and cultures. Pupils recognise similarities and differences while developing respect, reflection and understanding of diverse perspectives.

Year 3

- identify similarities and differences between traditions and celebrations
- ask questions about beliefs and experiences
- describe why traditions can be important to communities
- discuss ideas respectfully

Year 4 Extension

- explain how beliefs and traditions influence experiences and behaviour
- compare communities and perspectives with increasing depth
- explain personal responses respectfully
- justify opinions using examples and evidence



Disciplinary Knowledge

Pupils work as reflective thinkers by:

- recognising similarities and differences
- asking questions
- discussing beliefs and experiences
- reflecting on viewpoints
- explaining ideas respectfully

Disciplinary Progression

recognise → question → compare → reflect → explain

Secure End Point

Pupils independently explain similarities and differences between traditions and experiences while demonstrating empathy and respect for different perspectives.

Art

Core Knowledge

Pupils develop understanding of how colour, texture, imagery and artistic techniques communicate mood, ideas and meaning. Pupils use winter themes and literature as inspiration for creative responses.

Year 3

- explore ideas through drawing and visual responses
- experiment with colour, texture and pattern
- create artwork inspired by texts and experiences
- discuss artistic choices

Year 4 Extension

- use artistic techniques with increasing control and purpose
- explain how artistic choices communicate meaning
- select colours and materials intentionally
- evaluate and refine outcomes independently

Disciplinary Knowledge

Pupils work as artists by:

- exploring ideas
- experimenting with techniques
- creating outcomes
- refining work
- evaluating choices

Disciplinary Progression

explore → experiment → create → refine → evaluate

Secure End Point



Pupils independently create and explain artwork which communicates ideas, emotions and themes linked to winter experiences and literature.

Application Subjects

Subject: Personal Development and Learning (PDL)

Core Knowledge

Pupils develop understanding of belonging, empathy, relationships and emotional literacy through stories, discussion and reflection. Pupils explore how experiences, perspectives and emotions may differ across people and communities while developing confidence in expressing ideas and understanding others.

Year 3

- identify and discuss feelings, experiences and perspectives
- recognise similarities and differences between people and communities
- discuss emotions and relationships respectfully
- reflect on personal responses to stories and experiences

Year 4 Extension

- explain how experiences and perspectives influence feelings and responses
- discuss differing viewpoints with increasing confidence and empathy
- reflect on personal growth and emotional understanding
- justify opinions respectfully using examples and discussion

Disciplinary Knowledge

Pupils work as reflective thinkers by:

- recognising feelings and experiences
- discussing similarities and differences
- reflecting on perspectives
- explaining emotions and viewpoints
- communicating ideas respectfully

Disciplinary Progression

recognise → discuss → reflect → explain → justify

Secure End Point

Pupils independently explain perspectives and emotions respectfully while demonstrating empathy, reflection and confidence in communication.

Subject: Music

Core Knowledge

Pupils develop understanding of how music communicates mood, emotion and atmosphere. Pupils explore how sound and performance can communicate ideas and experiences linked to winter themes and stories.

Year 3



- identify how music creates mood and atmosphere
- respond to musical experiences creatively
- participate in collaborative performance activities
- discuss emotional responses to music

Year 4 Extension

- explain how musical choices affect mood and meaning
- use musical elements intentionally within performances
- perform with increasing confidence and expression
- evaluate musical responses and outcomes

Disciplinary Knowledge

Pupils work as musicians by:

- listening carefully
- responding creatively
- performing collaboratively
- communicating ideas through music
- evaluating outcomes

Disciplinary Progression

listen → respond → perform → communicate → evaluate

Music element	Integration
Listening and appraising	explore winter and seasonal music
Singing	seasonal songs and performance pieces
Composition	compose simple winter soundscapes
Performance	group performances using voices/instruments
Musical vocabulary	dynamics, tempo, mood

Secure End Point

Pupils independently communicate ideas and emotions through musical performance and explain how music creates meaning and atmosphere.

Subject: ICT

Core Knowledge

Pupils develop understanding of how technology can be used to organise, create and communicate information effectively. Pupils use digital tools to explore traditions, communicate ideas and present learning for different audiences.

Year 3

- use digital tools to find and organise information
- create simple presentations and visual outcomes
- communicate ideas using technology
- use technology safely and appropriately



Year 4 Extension

- select appropriate digital tools independently
- organise and present information clearly for an audience
- evaluate and improve digital outcomes
- communicate information confidently through a range of media

Disciplinary Knowledge

Pupils work as digital creators by:

- finding information
- organising ideas
- creating outcomes
- communicating information
- evaluating effectiveness

Disciplinary Progression

find → organise → create → communicate → evaluate

Secure End Point

Pupils independently use technology to create and communicate purposeful outcomes for an audience.

Subject: Science

Pupils develop understanding of seasonal change, materials and observation through enquiry, discussion and practical investigation.

Year 3

- observe and describe features of winter environments and seasonal change
- ask relevant questions and carry out simple practical enquiries linked to weather and seasonal patterns
- identify and compare materials and natural objects associated with winter experiences
- use observations and evidence to answer questions and communicate ideas
- recognise patterns within changes in weather and the environment

Year 4 extension

- explain relationships and identify patterns within seasonal observations and investigations
- interpret evidence and use findings to explain changes within environments and materials
- justify scientific conclusions using increasingly independent reasoning
- communicate scientific understanding using precise vocabulary

Scientific Disciplinary Knowledge

Pupils work scientifically by:

- observing closely
- identifying and comparing
- asking questions
- carrying out simple investigations
- gathering and recording evidence
- identifying patterns



- drawing conclusions

Disciplinary progression

- observe → compare → investigate → identify patterns → conclude → justify

Design Technology

Design

- design a festive moving card or decoration

Make

- create a product using levers or sliders

Evaluate

- identify strengths and improvements

DT coverage

- mechanical systems

English Progression and National Curriculum Links

This curriculum follows a spiral progression model. Knowledge and skills are revisited and developed with increasing complexity. Pupils build upon prior learning through greater independence, increasingly ambitious vocabulary and increasingly sophisticated reading, writing and communication outcomes.

Reading

- retrieve information from fiction, poetry and supporting texts
- identify key ideas, themes and experiences within texts
- discuss vocabulary, imagery and figurative language choices
- make inferences using evidence from texts and illustrations
- compare traditions, experiences and perspectives across texts
- use evidence from reading to support understanding and discussion

Writing

- orally rehearse ideas before writing
- write descriptive phrases and sentences linked to winter themes and experiences
- create reflections and responses linked to texts and feelings
- write poetry using imagery and figurative language
- compare experiences and traditions through structured writing
- create descriptive and presentation outcomes using increasingly ambitious vocabulary

Grammar and Punctuation

- use expanded noun phrases to create imagery and detail
- extend ideas using conjunctions including *because*, *when*, *if*, *although*, *so* and *while*
- use fronted adverbials linked to time, place and mood
- organise ideas into paragraphs around themes



- use punctuation accurately within increasingly detailed writing
- apply descriptive and figurative language to create effect

Spoken Language / Oracy

- participate in discussion and collaborative activities
- ask and answer questions using topic vocabulary
- explain ideas and interpretations using evidence
- participate in storytelling, poetry performance and discussion
- communicate understanding confidently through presentations and discussion

Mixed-age Challenge (Year 4 depth)

Reading

- identify themes and patterns across texts and experiences
- justify interpretations using evidence independently
- compare different viewpoints and perspectives

Writing

- write increasingly detailed reflections and comparative responses independently
- organise writing into coherent sections and paragraphs
- adapt writing for different audiences and purposes

Grammar

- use a wider range of conjunctions and sentence structures independently
- vary sentence openings and improve cohesion across writing
- apply increasingly ambitious vocabulary and figurative language accurately

Future Learning (English)

Pupils are preparing for future English and wider curriculum units where they will:

Reading

- retrieve, infer and interpret information from increasingly complex texts
- compare themes, viewpoints and perspectives across genres

Writing

- write increasingly detailed descriptive, reflective and comparative outcomes
- justify ideas and interpretations using evidence

Grammar and Punctuation

- organise writing effectively for different purposes
- apply increasingly complex sentence structures accurately

Spoken Language / Oracy

- communicate ideas confidently through discussion, debate and presentation



Curriculum Progression and National Curriculum Links

Religious Education

Year 3

- identify and discuss similarities and differences between traditions and celebrations
- ask questions about beliefs, values and experiences
- describe how traditions and celebrations can be important to individuals and communities
- discuss ideas respectfully and listen to different viewpoints

Year 4 extension

- explain how beliefs and traditions influence actions and experiences
- compare similarities and differences across communities and cultures with increasing depth
- reflect on different viewpoints and explain personal responses respectfully
- justify ideas and opinions using examples and evidence from learning

National Curriculum links

Pupils:

- develop knowledge and understanding of beliefs, practices and traditions
- ask and respond thoughtfully to questions about meaning and experience
- explore similarities and differences within and across communities
- reflect respectfully on beliefs, values and experiences

Art

Year 3

- explore ideas and record observations linked to winter themes and experiences
- experiment with colour, pattern and texture
- create visual responses inspired by texts and imagery
- discuss and describe artistic choices

Year 4 extension

- use artistic techniques with increasing control and purpose
- select colours, materials and textures intentionally to create mood and atmosphere
- explain how artistic choices communicate meaning
- evaluate and refine work with increasing independence

National Curriculum links

Pupils:

- improve mastery of drawing and other art techniques
- create sketchbooks to record observations and ideas
- use colour, pattern, texture and shape purposefully
- evaluate and analyse creative work using artistic vocabulary

Science



Year 3

- observe and describe features of winter environments and seasonal change
- identify and compare materials and natural objects associated with winter experiences
- ask questions and carry out simple practical enquiries linked to weather and seasonal patterns
- use observations and evidence to answer questions and communicate ideas

Year 4 extension

- explain relationships and identify patterns within seasonal observations and investigations
- interpret findings and explain changes within environments and materials
- justify scientific conclusions using evidence and increasingly independent reasoning
- communicate scientific understanding using precise vocabulary

National Curriculum links

Pupils:

- ask relevant questions and use different types of scientific enquiries to answer them
- make systematic and careful observations and gather evidence
- identify similarities, differences and patterns within findings
- record findings and communicate ideas using scientific language, drawings and written outcomes
- use evidence to explain observations and answer questions

Application Subject Progression and National Curriculum Links

Personal Development and Learning (PDL)

Year 3

- identify and discuss feelings, experiences and perspectives
- recognise similarities and differences between people and communities
- discuss emotions and relationships respectfully
- reflect on personal responses to stories and experiences

Year 4 extension

- explain how experiences and perspectives influence feelings and responses
- discuss differing viewpoints with increasing confidence and empathy
- reflect on personal growth and emotional understanding
- justify opinions respectfully using examples and discussion

National Curriculum links

Pupils:

- develop self-awareness and emotional understanding
- recognise and value similarities and differences
- build positive relationships and communication skills
- reflect on experiences and choices

Music



Year 3

- identify how musical elements create mood and atmosphere
- respond creatively to sounds and musical experiences
- participate in collaborative performances linked to winter themes and stories
- discuss emotional responses to music

Year 4 extension

- explain how rhythm, dynamics and tempo influence meaning and atmosphere
- use musical elements intentionally within compositions and performances
- perform with increasing confidence, expression and control
- evaluate and justify musical choices using appropriate vocabulary

Pupils:

- play and perform collaboratively
- listen with attention and understanding
- improvise and compose music for different purposes
- appreciate and discuss musical elements and responses

Disciplinary progression

listen → respond → create → perform → evaluate

ICT

Year 3

- use digital tools to find and organise information
- create simple presentations and visual outcomes
- communicate ideas using technology
- use technology safely and appropriately

Year 4 extension

- select appropriate digital tools independently
- organise and present information clearly for an audience
- evaluate and improve digital outcomes
- communicate information confidently using a range of media

National Curriculum links

Pupils:

- use technology purposefully to organise and present information
- develop understanding of digital communication
- select and use software effectively
- use technology safely and responsibly

Cross-curricular links



Subject	Application
English	descriptive writing, reflection writing, poetry, inference, discussion and performance outcomes
Religious Education	exploring traditions, celebrations, beliefs and shared experiences across communities
Art	creating winter-inspired artwork, visual responses and representations of themes and emotions
Personal Development and Learning	developing empathy, belonging, reflection and understanding different perspectives
Music	exploring mood, atmosphere and emotional responses through listening and performance
ICT	researching traditions, creating presentations and communicating ideas digitally
Geography	comparing places, environments and seasonal experiences around the world
History	exploring how traditions and celebrations may change over time
Reading Spine	disciplinary reading, vocabulary development, fluency, prosody and performance opportunities

Substantive Knowledge Sequence

Week	Substantive knowledge
Week 1	Winter traditions, celebrations and stories can vary across communities and cultures; texts communicate ideas, emotions and experiences through vocabulary, imagery and figurative language; people may experience and celebrate winter differently
Week 2	Authors use descriptive and figurative language to create meaning and atmosphere; stories and traditions can help people feel connected and develop empathy; similarities and differences can be identified and explained using evidence from texts

National Curriculum Coverage Audit

Subject	National Curriculum Coverage within this Unit
English	develop positive attitudes to reading and understanding increasingly challenging texts; discuss words and phrases that capture meaning and imagination; identify themes and conventions across a range of texts; draw inferences and justify using evidence; prepare poems and scripts to read aloud and perform; organise ideas into paragraphs around a theme; use increasingly varied vocabulary and sentence structures
Religious Education	explore and compare beliefs, traditions and celebrations; understand similarities and differences within and across communities; ask and respond thoughtfully to questions about beliefs, values and experiences; reflect respectfully on different viewpoints
Art	improve mastery of drawing and artistic techniques; use colour, pattern, texture and shape purposefully; create visual responses inspired by literature and experiences; evaluate and discuss creative work
Personal Development and Learning	develop self-awareness, empathy and emotional understanding; recognise and respect differences and perspectives; build positive relationships and communication skills
Music	listen with attention and understanding; explore how music communicates mood and meaning; perform collaboratively and discuss responses to music
ICT	use technology purposefully to create, organise and present information; communicate ideas using digital media safely and appropriately

Anchor Texts:

- The Lion, the Witch and the Wardrobe
- The Christmas Truce

Reading Focus:

- comparison of traditions and celebrations
- inference and reflection
- descriptive and figurative language



Supporting texts/recommended reads:

- Robin
- The Polar Express
- Winter Sleep
- Christmas Poems
- Christmas is Here
- A World of Winter Stories
- Anisha Accidental Detective
- Leon and The Place Between

- poetry and performance reading
- discussion and empathy
- interpretation and explanation



Disciplinary Reading Opportunities

- retrieval
- inference
- vocabulary exploration
- interpretation of figurative language
- comparison of traditions and experiences
- discussion and justification

Genre	Coverage
Fantasy fiction	The Lion, the Witch and the Wardrobe
Historical fiction	The Christmas Truce
Poetry	winter poetry; performance poetry; figurative language and imagery
Traditional and cultural stories	stories linked to winter traditions, celebrations and experiences
Information texts	texts exploring winter traditions and celebrations across communities
Reflective texts	personal responses, emotions, experiences and viewpoints
Visual texts	illustrations, images and visual prompts used for inference and interpretation

Reading Progression Audit

Reading Area	Progression within this unit
Vocabulary	winter, traditions and celebration vocabulary → ambitious descriptive and figurative language → interpretation of symbolism and meaning
Fluency	repeated reading and echo reading → performance reading with expression → increasingly confident oral delivery
Retrieval	recalling information from texts → identifying important details → selecting relevant evidence independently
Inference	identifying feelings and ideas → using clues from text and illustrations → justifying interpretations using evidence
Comparison	recognising similarities and differences between traditions and experiences → explaining comparisons using evidence
Comprehension	understanding literal meaning → interpreting themes and perspectives → reflecting on ideas and viewpoints
Discussion and Oracy	supported discussion → collaborative discussion → independent explanation and justification
Reading across genres	fantasy fiction → historical fiction → poetry → information and reflective texts

Reading Spine Links

Reading Spine Unit: Winter Wishes (LKS2 Cycle 1)

Reading focus areas:

- comparison of traditions and celebrations
- inference and reflection
- descriptive and figurative language
- poetry and performance reading
- discussion and empathy



Fluency approaches:

- echo reading
- performance reading
- guided group reading aloud
- oral rehearsal before writing
- storytelling and role-play
- poetry recital and discussion

Retrieval focus:

- recalling key vocabulary and themes from texts
- identifying similarities and differences between traditions and experiences
- retrieving information from fiction, poetry and supporting texts
- using evidence from texts and illustrations to explain ideas

Reading Spine Impact

- The Reading Spine is intentionally designed to ensure pupils experience:
- fantasy fiction, historical fiction, poetry and cultural texts
- increasingly ambitious vocabulary and figurative language
- opportunities for retrieval, inference and interpretation
- repeated reading opportunities to develop fluency and confidence
- discussion and performance opportunities to strengthen comprehension and communication
- texts that promote empathy, belonging and emotional literacy within the Storybrook context
- pupils develop increasingly independent reading behaviours and apply these across wider curriculum learning.

Pupils move from:

reading to retrieve



reading to infer



reading to interpret



reading to reflect



reading to justify

Pupils revisit and apply reading behaviours across the curriculum to strengthen fluency, comprehension and long-term knowledge retention.

Vocabulary Development

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

Tiered Vocabulary:

Tier 1: winter, snow, family, celebration, tradition

Tier 2: compare, reflect, atmosphere, empathy, belonging

Tier 3: figurative language, symbolism, perspective, interpretation, imagery



<p>Oracy & Fluency</p> <ul style="list-style-type: none"> • echo reading • paired reading • oral storytelling • performance reading • discussion circles • reader’s theatre • poetry recital and performance • partner discussion and reflection talk • collaborative interpretation and questioning • vocabulary rehearsal through structured talk • explanation and justification using evidence from texts • storytelling and presentation opportunities 	<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. Learning is carefully scaffolded through visual supports, explicit vocabulary teaching, repeated reading opportunities and performance experiences to reduce cognitive load and support access to ambitious learning. Reading experiences are designed to build curiosity, encourage reflection and develop confidence without reducing curriculum expectations.</p>
<p>Visits and Visitors:</p> <ul style="list-style-type: none"> • visitors sharing experiences of winter traditions, celebrations or cultural practices • storytelling or poetry performance sessions • local community visitors discussing celebrations, traditions or experiences • opportunities to explore winter environments and seasonal changes within the school grounds • virtual visits, videos or digital experiences exploring winter traditions around the world • shared celebration or showcase event involving families, staff or members of the school community <p>Visits and visitors are used to:</p> <ul style="list-style-type: none"> • strengthen vocabulary and comprehension • develop cultural understanding and empathy • provide meaningful real-world connections • encourage discussion and questioning • build confidence through communication and shared experiences 	
<p>Home Learning:</p> <ul style="list-style-type: none"> • family discussion prompt linked to winter traditions, celebrations, stories or shared experiences • simple creative activity to reinforce retrieval (<i>e.g. winter poem, seasonal artwork, memory box item or illustrated scene</i>) • optional object, photograph, drawing or spoken contribution to bring back and share with the class • short reading, storytelling or discussion activity linked to anchor or supporting texts • observation activity linked to winter changes in the local environment (<i>e.g. weather, seasonal changes, light, colours or nature</i>) • vocabulary retrieval activities using key language from the unit 	<p>Home Reading Opportunities</p> <p>Families are encouraged to revisit key texts together, practise repeated reading and discuss themes, vocabulary and ideas linked to winter experiences, traditions and celebrations. Opportunities for discussion should support curiosity, empathy, reflection and understanding of different perspectives.</p> <p>Suggested opportunities include:</p> <ul style="list-style-type: none"> • revisiting anchor and supporting texts and discussing themes, characters and experiences • practising repeated reading to develop fluency, prosody and confidence • discussing ambitious vocabulary and figurative language linked to winter themes • sharing and discussing winter traditions, celebrations or family experiences • encouraging prediction, inference and reflection during shared reading experiences



- asking and answering questions linked to characters, themes and feelings
- discussing similarities and differences between experiences and perspectives within texts

Discussion prompts:

- *What feelings or emotions do you notice in this story?*
- *How are these experiences similar or different to your own?*
- *What clues helped you understand the character's feelings?*
- *What words or phrases created a picture in your mind?*
- *What message do you think the author wanted readers to understand?*

Assessment opportunities:

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

Week	Assessment focus	Evidence
Week 1	understanding traditions and experiences; use of vocabulary; retrieval and inference from texts	discussion, retrieval tasks, vocabulary use, written responses and observation
Week 2	interpretation, reflection and communication of ideas; application of figurative language and comparison skills	poetry performance, written outcomes, presentations and final showcase

Assessment Checkpoints

Teachers monitor whether pupils can:

Knowledge

- identify key beliefs, celebrations and traditions
- recall vocabulary linked to communities, culture and celebrations
- explain why traditions can be important

Disciplinary Thinking

- compare similarities and differences between celebrations and experiences
- make connections between beliefs and actions
- use stories and discussion to explain ideas

Application

- communicate understanding through spoken, practical and written outcomes
- explain ideas using appropriate vocabulary
- apply learning independently within the final outcome

Leaders Monitor Impact Through:

- pupil voice discussions



- work scrutiny
- retrieval quizzes
- vocabulary use in discussion and writing
- lesson visits
- assessment information
- final outcomes and presentations
- reading fluency and prosody checks
- pupil discussion linked to anchor texts
- monitoring use of ambitious and figurative language in reading and writing
- Reading Spine progression reviews
- observation of confidence, participation and communication during discussion and performance opportunities

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
- Handwriting and Recording Development Policy



Appendix 1: Year 3-4 Spelling Progression Map

Term	Focus	Example patterns	Linked units
Autumn 1	Prefixes	dis-, mis-, in-, il-, im-, ir-, re-	Stone Age
Autumn 2	Suffixes	-ation, -ly	Rock Detectives
Autumn 2	Statutory words	accident, actual, address, answer	Winter Wishes
Spring 1	Possessive apostrophes	plural possession	Ancient Egypt
Spring 1	Prefixes and root words	sub-, inter-, anti-, super-	Light and Shadows
Spring 2	Homophones	scene/seen, weather/whether	Easter Journeys
Summer 1	Suffix rules	-ous	Tremors
Summer 2	Statutory word review	favourite, grammar, guide, interest, knowledge	Passport to Europe

Appendix 2: Year 3-4 Grammar Progression Map

Unit	Main grammar focus
Stone Age	expanded noun phrases; chronological language
Rock Detectives	conjunctions; explanation language
Winter Wishes	descriptive language; figurative language
Ancient Egypt	fronted adverbials; paragraph organisation
Light and Shadows	subordinate clauses; scientific explanation
Easter Journeys	comparative language; reflection
Tremors	explanation and reasoning language
Healthy Me	persuasive and evaluative language
Passport to Europe	paragraph cohesion; comparative language

Appendix 3: Appendix: English Coverage and Progression Overview

Area	Coverage	Where evidenced
Year 3-4 statutory spelling words	✓	Spelling Appendix + unit retrieval
Prefixes/suffixes	✓	Unit spelling sections
Homophones	✓	Spelling Appendix
Word families/morphology	✓	Unit spelling progression
Expanded noun phrases	✓	Grammar Appendix + unit application
Fronted adverbials	✓	Unit grammar sections
Direct speech	✓	Narrative units
Present perfect tense	✓	Unit progression
Paragraphs	✓	Writing outcomes
Editing/proofreading	✓	Writing process sections
Handwriting	✓	Handwriting curriculum



Appendix 4: 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