



Scheme of Work		
Years: 3&4	Title: Easter Journeys	Weeks: 1 week
<p>Rationale</p> <p>This unit provides pupils with opportunities to develop understanding of the Christian celebration of Easter through the concept of journeys, exploring both physical journeys and personal journeys of faith, hope and change. Learning builds upon prior understanding of Christianity and develops pupils' ability to ask questions, interpret meaning, reflect upon beliefs and make connections between religious ideas and their own experiences.</p> <p>Learning is carefully sequenced across one week so pupils progressively develop substantive knowledge and disciplinary understanding through storytelling, discussion, reflection, reading, creative activities and purposeful outcomes. Pupils explore key events linked to Holy Week and Easter, consider why these events are important for Christians and reflect upon how journeys can represent challenge, change and new beginnings.</p> <p>The curriculum maintains subject integrity whilst creating meaningful opportunities for literacy development, vocabulary growth, communication and personal reflection.</p> <p>Pupils learn to:</p> <ul style="list-style-type: none"> • recall and explain key events linked to Easter and Holy Week • understand that Easter is important to Christians because it celebrates the death and resurrection of Jesus • recognise that journeys can be physical, emotional and spiritual • ask questions and discuss ideas respectfully • identify similarities and differences between experiences, beliefs and viewpoints • use increasingly ambitious religious and disciplinary vocabulary • retrieve and apply prior knowledge independently • justify ideas using evidence and discussion • work collaboratively and sustain focus for longer periods • reflect thoughtfully on learning and personal responses <p>This unit demonstrates how a knowledge-rich, ambitious and SEMH-informed curriculum can simultaneously develop substantive knowledge, disciplinary understanding, communication, reflection and independence.</p> <p>Within the Storyybrook context, storytelling, discussion and purposeful reflection support pupils to develop belonging, curiosity and confidence whilst accessing ambitious learning.</p> <p>For SEMH learners, learning is scaffolded through predictable routines, retrieval practice, visual supports, explicit modelling, oral rehearsal, chunked tasks, emotional regulation opportunities and relationship-based teaching. Adults carefully support executive functioning, confidence and engagement without reducing curriculum ambition.</p> <p>Curriculum Positioning</p> <p>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.</p> <p>Prior Learning Links</p> <ul style="list-style-type: none"> • Christmas story and Christian beliefs • sequencing events within religious stories • symbolism and reflection within celebrations • stories and sequencing events over time 		



- similarities and differences between traditions and beliefs

Retrieval Opportunities

- What do Christians believe about Jesus?
- What symbols have we explored previously?
- Why are stories important within religions?
- How can beliefs influence actions and traditions?

Final Outcome

- create and explain a representation of the Easter journey (e.g. artwork, storyboard, reflection or written explanation) using key religious vocabulary and evidence from learning

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
- compare different interpretations and viewpoints linked to Easter beliefs
- justify explanations using stories, discussion and evidence
- explain connections between beliefs, values and actions

Hook

Pupils are immersed in the theme of **Easter Journeys** through storytelling, role play, artefacts, images, reflective activities, collaborative challenges and sensory experiences designed to provoke curiosity, discussion and personal reflection.

Writing outcomes

By the end of the unit pupils will:

- orally rehearse ideas before recording and explaining thinking
- write descriptive phrases and sentences using ambitious vocabulary linked to Easter, journeys and reflection



<p>Children explore the idea that journeys can be physical, emotional and spiritual and begin to consider why journeys are important within stories, beliefs and our own lives.</p> <p>Opening challenge</p> <p>Can you become an explorer of journeys and create an outcome that helps others understand why Easter is important?</p>	<ul style="list-style-type: none"> • create labels, captions and annotated responses linked to key Easter events and symbols • record thoughts, predictions and questions linked to stories and discussions • compose short explanation texts describing why Easter is important to Christians • write comparative responses identifying similarities and differences between journeys, beliefs and experiences • communicate understanding through reflective and creative writing outcomes • use evidence from stories, discussion and learning experiences to explain ideas and justify thinking • create simple information texts, diary entries or reflective responses linked to Easter and Holy Week • organise ideas into sentences and increasingly coherent paragraphs appropriate to purpose and audience • edit and improve writing through discussion, peer support and adult guidance • present ideas and learning through spoken, creative and written outcomes for different audiences <p>Mixed-age challenge (Year 4 depth):</p> <ul style="list-style-type: none"> • explain understanding using increasingly precise religious and disciplinary vocabulary independently • justify ideas and interpretations using evidence from stories and discussion • organise explanations into coherent sections and paragraphs • adapt writing for different purposes including reflection, explanation and presentation
<p>Outcomes</p> <p>By the end of the unit pupils produce:</p> <ul style="list-style-type: none"> • an Easter Journeys Showcase shared with adults, peers or visitors demonstrating understanding of key Easter events and personal reflection • a collection of spoken, practical and written learning evidence • a written explanation, reflection or information outcome demonstrating understanding of Easter and its importance to Christians • labelled diagrams, timelines or annotated drawings linked to Holy Week, Easter symbols and journeys • predictions, questions and responses linked to stories, discussion and enquiry activities 	<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 key vocabulary accurately within discussion and learning activities • recall and describe key events linked to Holy Week and Easter • explain why Easter is important to Christians • recognise that journeys can be physical, emotional and spiritual • identify similarities and differences between experiences, beliefs and viewpoints • ask questions and discuss ideas thoughtfully and respectfully • retrieve information and apply learning during discussion and reflection activities



<ul style="list-style-type: none"> • comparative work linked to different journeys, beliefs or experiences • a practical or creative outcome linked to learning (e.g. journey maps, Easter gardens, symbolic artwork, role play or reflective displays) • vocabulary-rich classroom display work linked to key concepts and disciplinary vocabulary • a collaborative presentation, demonstration or storytelling outcome explaining learning and ideas • digital or creative outcomes such as photographs, presentations or recorded reflections where appropriate 	<ul style="list-style-type: none"> • record ideas, observations and responses using appropriate vocabulary and sentence structures • participate in discussion, collaborative activities and reflective learning experiences • communicate understanding confidently through practical, spoken and written outcomes • use evidence from stories, discussion and learning experiences to explain ideas and justify thinking
--	--

<p>Secure End Point</p> <p>Pupils can:</p> <ul style="list-style-type: none"> • explain why Easter is important to Christians and describe key events linked to Holy Week • recognise that journeys can be physical, emotional and spiritual and explain connections between these ideas • identify similarities and differences between beliefs, experiences and viewpoints • use evidence from stories, discussion and learning experiences to explain and justify ideas • communicate understanding using increasingly precise religious vocabulary through spoken, practical and written outcomes 	
---	--

<p>Common Misconceptions</p> <ul style="list-style-type: none"> • Easter is only about chocolate and celebrations • all Christians celebrate Easter in exactly the same way • Easter happens on the same date every year • Holy Week events happened in one day • religious stories and beliefs are the same as historical facts 	<p>Sticky Knowledge (Non-negotiable Learning)</p> <p>By the end of the unit pupils will know:</p> <ul style="list-style-type: none"> • Easter is an important Christian celebration • Holy Week includes important events leading to Easter Sunday • Christians believe Jesus died and came back to life • Christians use symbols to communicate beliefs and meaning • people express beliefs and traditions in different ways • stories and reflection can help people understand beliefs and values
--	--

<p>Retrieval Opportunities</p> <p>Day 1 - recall prior learning linked to Christianity, celebrations and important religious events; discuss existing knowledge and misconceptions about Easter; revisit vocabulary linked to Easter, church, celebration and journey</p> <p>Day 2 - retrieve understanding of key events within Holy Week; recall vocabulary through discussion and oral rehearsal; explain why Christians remember these events</p>	
--	--



Day 3 - retrieve understanding of journeys and explore physical, emotional and spiritual journeys; revisit prior learning through questioning and discussion activities

Day 4 - revisit key Easter symbols, meanings and Christian beliefs; retrieve learning through storytelling, sequencing and comparison activities

Day 5 - revisit sticky knowledge from across the unit; retrieve learning linked to Easter, journeys and Christian beliefs; justify understanding using evidence and explain how thinking has developed throughout the week

Retrieval methods used throughout the unit:

- vocabulary retrieval
- retrieval grids
- discussion prompts
- sequencing activities
- picture retrieval tasks
- oral rehearsal and low-stakes quizzes

Prior Learning

Pupils may already:

- recognise that Christianity is a religion followed by people around the world
- know that Christians celebrate important events and festivals
- recall simple stories about the life of Jesus
- understand that celebrations can have special meanings and traditions
- recognise that symbols can represent ideas and beliefs
- talk about personal experiences of celebrations, journeys or change
- ask questions and share ideas respectfully during discussion activities
- use simple religious vocabulary linked to Christianity and special events
- communicate ideas through speaking, drawing and writing

Reading Retrieval Opportunities

- Retrieval of religious vocabulary and key concepts
- Flashback questions linked to prior faith learning
- Recall of sticky knowledge through reflection and comparison
- Retrieval through stories and discussion

Spelling

Pupils apply:

- application of Year 3-4 spelling rules and patterns
- common exception words
- topic vocabulary linked to Easter, Christianity and journeys
- prefixes and suffixes where appropriate
- proofreading and editing strategies
- increasing accuracy when spelling subject-specific vocabulary

Spelling Progression Links - Unit Specific

Grammar and Punctuation Focus

Pupils develop

- expanded noun phrases to add detail and description
- conjunctions including *because*, *when*, *if*, *although*, *so* and *while* to extend ideas and explain thinking
- organisation of ideas into coherent paragraphs around themes
- accurate sentence construction including a wider range of sentence types
- use of question marks, exclamation marks and commas accurately



<ul style="list-style-type: none"> • apply understanding of homophones and commonly confused words within discussion and writing • practise Year 3-4 statutory spelling words through reflective and comparative outcomes • apply spelling knowledge within captions, explanations and personal reflections 	<ul style="list-style-type: none"> • increasingly ambitious vocabulary within spoken and written outcomes <p>Year 4 Extension / Mixed-age Challenge</p> <ul style="list-style-type: none"> • fronted adverbials linked to time, place and sequence • commas after fronted adverbials • accurate use of speech punctuation where appropriate within storytelling or role-play responses
--	--

<p>Computing Integration</p> <p>Pupils learn to:</p> <ul style="list-style-type: none"> • recognise respectful online communication • understand how to stay safe when using digital technologies <p>NC coverage:</p> <ul style="list-style-type: none"> • online safety 	
--	--

<p>Independence</p> <p>Pupils move from:</p> <ul style="list-style-type: none"> • relying on adults to explain ideas and identify important information • using ideas mainly through guided discussion and structured responses • needing support to recall prior learning and use key vocabulary • expressing opinions with adult prompts and scaffolded questions • requiring support to record and organise ideas <p>To:</p> <ul style="list-style-type: none"> • increasingly independent participation in discussion and reflection activities • retrieving and applying prior learning with growing confidence • selecting and using religious and disciplinary vocabulary independently within speaking and writing • expressing ideas and opinions thoughtfully using evidence from stories and learning experiences • organising and communicating responses with reduced prompting • sharing learning confidently through discussion, creative outcomes and presentation activities 	<p>Thinking</p> <p>This unit develops:</p> <ul style="list-style-type: none"> • questioning and enquiry • reflection and interpretation • comparison and identifying similarities and differences • understanding beliefs and viewpoints • communication and vocabulary development • reasoning and explanation • empathy and perspective taking • making connections between learning and personal experiences • collaboration and respectful discussion <p>Cognitive Progression</p> <p>Pupils move from:</p> <p>identifying and recalling information and experiences ↓ recognising important events and ideas ↓ asking questions and discussing meaning ↓ making connections between beliefs, stories and experiences ↓ explaining ideas using increasingly ambitious vocabulary</p>
---	--



<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 why Easter is important to Christians • use evidence from stories, discussion and learning experiences to support ideas • communicate understanding through practical, spoken and written outcomes • reflect on personal responses and make thoughtful connections to learning • present ideas with increasing confidence and independence 	<p>↓ reflecting upon and justifying understanding using evidence and discussion</p>
---	---

<p><u>3 Lead Subjects National Curriculum Links</u></p> <p>Subject 1: Religious Education</p> <p>Core Knowledge Pupils develop understanding of Easter through stories, discussion and reflection. Pupils explore key events linked to Holy Week and Easter whilst developing understanding of why Easter is important to Christians and how journeys can represent change, challenge and new beginnings.</p> <p>Year 3</p> <ul style="list-style-type: none"> • identify key events linked to Easter and Holy Week • recognise why Easter is important to Christians • discuss ideas and beliefs linked to Easter • identify symbols and meanings linked to Easter <p>Year 4 Extension</p> <ul style="list-style-type: none"> • explain why Easter has significance within Christianity • make links between stories, beliefs and experiences • justify ideas and interpretations using evidence and discussion • explain similarities and differences between viewpoints <p>Disciplinary Knowledge</p> <p>Pupils work as theologians and reflective learners by:</p> <ul style="list-style-type: none"> • asking questions • exploring meaning • discussing beliefs • comparing viewpoints • reflecting on experiences • communicating understanding <p>Disciplinary Progression</p> <p>identify → question → interpret → connect → explain → justify</p> <p>Secure End Point</p>



Pupils independently explain why Easter is important to Christians and communicate understanding confidently through discussion, reflection and written outcomes.

Subject 2: English

Core Knowledge

Pupils develop understanding of explanation, reflection and descriptive writing linked to Easter and journeys. Pupils use reading and discussion to explore stories, vocabulary and ideas whilst strengthening communication and understanding.

Year 3

- retrieve information from stories and texts
- identify key vocabulary and ideas
- discuss events and responses
- communicate understanding through discussion and writing

Year 4 Extension

- explain how vocabulary creates meaning and atmosphere
- justify interpretations using evidence independently
- communicate increasingly sophisticated responses through discussion and writing

Disciplinary Knowledge

Pupils work as readers and writers by:

- retrieving information
- identifying key ideas
- interpreting vocabulary
- discussing and reflecting on meaning
- explaining ideas using evidence
- communicating understanding through spoken and written outcomes

Disciplinary Progression

retrieve → infer → interpret → explain → justify

Secure End Point

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

Area	Coverage within this unit
Reading	retrieval from fiction and non-fiction texts; interpretation of stories and beliefs; evidence and discussion; prediction; inference; comparison of journeys, experiences and viewpoints; shared reading of anchor texts
Writing	oral rehearsal; sentence composition; reflective writing; explanation writing; diary entries; comparison writing; captions and labels; shared and independent writing
Spelling	application of Year 3-4 spelling rules and patterns; common exception words; topic vocabulary linked to Easter, Christianity and journeys; prefixes and suffixes; proofreading and editing strategies



Grammar and Punctuation	expanded noun phrases; conjunctions including <i>because, when, if, although, so</i> and <i>while</i> ; fronted adverbials; commas after fronted adverbials; paragraphs; accurate punctuation and sentence construction
Spoken Language / Oracy	discussion; questioning; reflection and interpretation; presentation; collaborative talk; explanation and justification using evidence

Genre coverage

Genre	Coverage
Narrative	diary writing and storytelling linked to Easter events; retelling key parts of Holy Week; imaginative journey narratives
Explanation	explanation of why Easter is important to Christians; explanation of Easter symbols and meanings
Information	labelled diagrams; information texts; fact files linked to Easter and Christianity
Persuasion	invitation/poster encouraging visitors to attend an Easter Journeys showcase; persuasive writing linked to themes of hope, kindness or new beginnings
Comparison	comparison of journeys, beliefs, experiences and viewpoints; comparing Easter traditions and celebrations
Spoken presentation	storytelling; reflective presentations; discussion and evidence-based explanation

Subject 3: Art

Core Knowledge

Pupils develop understanding of how colour, symbolism and visual imagery can communicate meaning and emotion. Pupils explore how art can be used to represent journeys, reflection and Easter themes.

Year 3

- explore ideas through drawing and visual responses
- create artwork inspired by Easter stories and symbols
- discuss artistic choices
- represent ideas creatively

Year 4 Extension

- use artistic techniques with increasing control and purpose
- explain how artistic choices communicate meaning
- select materials intentionally
- evaluate and refine outcomes independently
- justify artistic choices using increasingly precise artistic vocabulary

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 linked to Easter themes with increasing confidence and purpose.

Application Subjects

Subject: Personal Development and Learning (PDL)

Core Knowledge

Pupils develop understanding of how experiences, journeys and challenges can influence thoughts, feelings and personal growth. Pupils reflect on change, relationships and new beginnings through discussion and purposeful activities.

Year 3

- identify and discuss feelings and responses during learning activities
- recognise how experiences can affect thoughts and emotions
- discuss thoughts and ideas respectfully
- reflect on personal responses and experiences

Year 4 Extension

- explain how experiences and emotions can influence behaviour and choices
- discuss differing viewpoints with increasing confidence and empathy
- reflect on personal growth and understanding
- justify ideas respectfully using examples and discussion

Disciplinary Knowledge

Pupils work as reflective learners by:

- recognising feelings
- discussing experiences
- making connections
- reflecting on ideas
- communicating understanding

Disciplinary Progression

identify → discuss → connect → reflect → explain

Secure End Point

Pupils independently reflect on experiences and communicate ideas confidently and respectfully.

Subject: ICT

Core Knowledge

Pupils develop understanding of how technology can support communication and presentation of learning. Pupils use digital tools to record, organise and communicate understanding linked to Easter and journeys.



Year 3

- use digital tools to record ideas and learning
- 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 purposeful outcomes linked to learning.

Subject: Geography

Core Knowledge

Pupils develop understanding that journeys involve movement between places and can be represented in different ways. Pupils consider how journeys connect people, experiences and communities.

Year 3

- recognise that journeys connect different places
- identify routes and locations simply
- discuss similarities and differences between places and experiences

Year 4 Extension

- explain connections between places and experiences
- describe routes and journeys using increasingly precise vocabulary
- compare journeys and experiences independently

Disciplinary Knowledge



Pupils work as geographers by:

- observing
- identifying
- comparing
- questioning
- interpreting information

Disciplinary Progression

identify → observe → compare → interpret → explain

Secure End Point

Pupils independently communicate understanding of journeys and connections confidently.

Design Technology

Design

- design a product linked to celebration or symbolism

Make

- create using selected materials and techniques

Evaluate

- reflect on purpose and effectiveness

DT coverage

- design process

Subject: Music

Core Knowledge

Pupils develop understanding of how music can communicate meaning, feelings and reflection. Pupils explore how songs, rhythm and musical elements can represent Easter themes including hope, celebration, change and journeys.

Year 3

- explore how music can communicate emotions and ideas
- participate in singing and collaborative performance activities
- create simple rhythms and musical responses linked to Easter themes
- discuss how sounds and music can create meaning

Year 4 Extension

- explain how rhythm, tempo, pitch and dynamics affect mood and meaning
- create and refine musical responses independently
- perform with increasing confidence, expression and control



- justify musical choices using increasingly precise vocabulary

Disciplinary Knowledge

Pupils work as musicians by:

- listening and responding
- exploring musical elements
- creating and composing ideas
- performing collaboratively
- evaluating musical choices

Disciplinary Progression

listen → explore → create → perform → evaluate

Secure End Point

Pupils independently create and perform musical outcomes linked to Easter themes whilst explaining how musical choices communicate meaning, reflection and emotion.

Music element	Integration
Listening and appraising	explore music linked to celebration and reflection
Singing	songs linked to Easter themes
Composition	create simple musical responses to stories
Performance	perform collaboratively
Musical vocabulary	melody, expression

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, non-fiction and religious texts
- identify key ideas, themes and important information within texts and stories
- discuss vocabulary, themes and author choices
- make inferences using evidence from stories, images and discussion
- compare ideas, beliefs and experiences across learning activities
- use evidence from reading to support understanding and discussion

Writing

- orally rehearse ideas before writing
- write descriptive phrases and sentences linked to Easter stories and journeys
- compose explanation texts, reflective responses and information writing
- create captions, labels and comparative responses linked to learning experiences
- write reflections and responses linked to stories and discussion
- create written outcomes using increasingly ambitious vocabulary

Grammar and Punctuation



- use expanded noun phrases to create detail and description
- extend ideas using conjunctions including *because, when, if, although, so* and *while*
- use fronted adverbials linked to time, place and sequence
- organise ideas into paragraphs around themes and concepts
- use punctuation accurately within increasingly detailed writing
- apply ambitious and topic-specific vocabulary to communicate ideas effectively

Spoken Language / Oracy

- participate in discussion and collaborative activities
- ask and answer questions using appropriate vocabulary
- explain ideas and responses using evidence
- participate in presentations, storytelling and reflective discussion activities
- communicate understanding confidently through presentations and discussion

Mixed-age Challenge (Year 4 depth)

Reading

- identify themes and patterns across stories and texts
- justify interpretations using evidence independently
- compare viewpoints and information across texts

Writing

- write increasingly detailed explanations and reflective 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 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 and sources
- compare themes, viewpoints and evidence across texts and curriculum areas

Writing

- write increasingly detailed explanations, reports, reflections and comparative outcomes
- justify ideas and conclusions 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, presentation and debate

Curriculum Progression and National Curriculum Links

Religious Education

Year 3

- identify key events linked to Holy Week and Easter
- recognise that Easter is important to Christians
- identify symbols and meanings linked to Easter
- discuss ideas and beliefs respectfully
- make simple connections between stories and experiences

Year 4 Extension

- explain why Easter is important within Christianity
- make links between stories, beliefs and experiences
- justify ideas and interpretations using evidence and discussion
- explain similarities and differences between viewpoints
- communicate understanding with increasing independence

National Curriculum Links

Pupils:

- develop knowledge and understanding of Christianity
- explore beliefs, practices and forms of expression
- ask questions and reflect upon meaning and purpose
- discuss similarities and differences within and between beliefs and experiences
- communicate ideas using appropriate vocabulary and evidence

Art

Year 3

- explore ideas and record observations linked to Easter themes and journeys
- experiment with colour, symbols and visual responses
- create artwork inspired by stories and reflection
- discuss artistic choices

Year 4 Extension

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

National Curriculum Links



Pupils:

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

Application Subject Progression and National Curriculum Links

Personal Development and Learning (PDL)

Year 3

- identify and discuss feelings and responses during learning activities
- recognise how experiences can affect thoughts and emotions
- discuss thoughts and ideas respectfully
- reflect on personal responses and experiences

Year 4 Extension

- explain how experiences and emotions can influence behaviour and choices
- discuss differing viewpoints with increasing confidence and empathy
- reflect on personal growth and understanding
- justify ideas respectfully using examples and discussion

National Curriculum Links

Pupils:

- develop self-awareness and emotional understanding
- build positive relationships and communication skills
- develop resilience and confidence
- reflect on experiences and learning

ICT

Year 3

- use digital tools to record ideas and learning
- 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

National Curriculum Links

Pupils:



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

Geography

Year 3

- recognise that journeys involve movement between places
- identify routes and locations simply
- discuss similarities and differences between journeys and experiences
- use simple geographical vocabulary linked to journeys

Year 4 Extension

- explain connections between places and experiences
- describe routes and journeys using increasingly precise vocabulary
- compare journeys and experiences independently
- communicate understanding using maps or visual representations where appropriate

National Curriculum Links

Pupils:

- use geographical vocabulary to describe places and journeys
- interpret and communicate information using maps and visual representations
- identify similarities and differences between places and experiences
- ask and answer geographical questions

Music

Year 3

- explore how music can communicate feelings and ideas linked to Easter and journeys
- create simple sound patterns and rhythms inspired by Easter stories
- participate in singing and group performance activities
- discuss how sounds and music create meaning

Year 4 Extension

- explain how musical elements such as tempo, pitch and dynamics create mood and meaning
- create and refine musical responses independently
- perform with increasing confidence and expression
- justify musical choices using increasingly precise vocabulary

National Curriculum Links

Pupils:

- play and perform in solo and ensemble contexts using voices and instruments
- improvise and compose music for different purposes
- listen with attention to detail and recall sounds with increasing accuracy
- use and understand musical vocabulary including pulse, rhythm, pitch, tempo and dynamics



- appreciate and respond to a range of musical traditions and experiences

Cross-curricular links

Subject	Application
English	reflective writing, explanation writing, storytelling, inference and evidence-based discussion
Religious Education	exploration of Easter beliefs, questioning, interpretation, reflection and understanding viewpoints
Art	creating symbolic artwork, Easter gardens, visual responses and exploring colour and meaning
Personal Development and Learning	developing empathy, reflection, confidence, resilience and understanding of journeys and change
ICT	recording learning, creating presentations and communicating ideas digitally
Geography	exploring physical journeys, routes, movement and connections between places and experiences
Reading Spine	disciplinary reading, vocabulary development, fluency, prosody and interpretation opportunities

Substantive Knowledge Sequence

Day	Substantive Knowledge
Day 1	Easter is an important Christian celebration; Christians remember key events linked to Holy Week and Easter; journeys can have meaning and purpose
Day 2	Christians believe Jesus travelled to Jerusalem and important events happened during Holy Week; stories can help people understand beliefs and values
Day 3	Easter symbols can communicate Christian beliefs and represent ideas including hope, sacrifice and new life
Day 4	Journeys can be physical, emotional and spiritual; people experience journeys and change in different ways
Day 5	People can reflect upon experiences, beliefs and learning; understanding beliefs and viewpoints helps us understand ourselves and others

National Curriculum Coverage Audit

Subject	National Curriculum Coverage within this Unit
Religious Education	develop knowledge and understanding of Christianity; explore beliefs, practices and forms of expression; ask questions and reflect upon meaning and purpose; discuss similarities and differences within and between beliefs and experiences; communicate ideas using appropriate vocabulary and evidence
English	develop positive attitudes to reading and understanding increasingly challenging texts; discuss words and phrases that capture meaning; identify themes and conventions across texts; draw inferences and justify responses using evidence; organise ideas into paragraphs around a theme; use increasingly varied vocabulary and sentence structures
Art	create sketchbooks to record observations and develop ideas; improve mastery of artistic techniques; use colour, pattern, shape and form purposefully; evaluate and discuss creative work
Geography	use geographical vocabulary to describe journeys and places; identify similarities and differences between places and experiences; ask and answer geographical questions
ICT	use technology purposefully to create, organise and present information; develop understanding of digital communication; select and use software effectively; use technology safely and responsibly



Personal Development and Learning	develop self-awareness and emotional understanding; build positive relationships and communication skills; recognise and respect similarities and differences; reflect on experiences, learning and personal development
--	--

<p>Anchor Texts:</p> <ul style="list-style-type: none"> • The Garden, the Curtain, and the Cross • The Easter Story <p>Supporting texts/recommended reads:</p> <ul style="list-style-type: none"> • Outside in Nature Poems • The Lion, the Witch and the Wardrobe (extracts) • Easter Around the World • Happy Easter from the Crayons • Earth Verse 	<p>Reading Focus:</p> <ul style="list-style-type: none"> • reflection and empathy • comparison of beliefs and traditions • inference and symbolism • discussion and explanation • descriptive and figurative language
--	---

<p>Disciplinary Reading Opportunities</p> <ul style="list-style-type: none"> • retrieval from fiction, non-fiction and religious texts • interpretation of stories, images, symbols and religious information • inference using evidence and clues from texts, illustrations and discussion • vocabulary exploration linked to Easter, Christianity, journeys and reflection • identifying themes, meanings and connections within stories and beliefs • comparison of beliefs, traditions, experiences and viewpoints • questioning and evaluating ideas and interpretations respectfully • discussion, explanation and justification using evidence
--

Genre Coverage	
Genre	Coverage
Narrative	retelling key events from Holy Week and Easter; diary writing; storytelling linked to journeys and experiences
Explanation	explanation of why Easter is important to Christians; explanation of Easter symbols and meanings
Information	labelled diagrams; fact files; information texts linked to Easter beliefs, traditions and celebrations
Persuasion	Easter Journeys showcase invitation/poster; persuasive writing linked to themes of hope, kindness or new beginnings
Comparison	comparison of beliefs, traditions, experiences and viewpoints; comparing Easter celebrations and journeys
Spoken presentation	storytelling; reflective presentations; discussion and evidence-based explanation

Reading Progression Audit	
Area	Progression within this unit
Vocabulary	everyday language linked to Easter and journeys → religious and disciplinary vocabulary → precise use of topic vocabulary within discussion and writing
Retrieval	recall information from stories and prior learning → retrieve relevant information from texts and discussion → select evidence independently
Inference	identify clues from texts and images → interpret meaning using evidence → justify ideas and interpretations using discussion and evidence
Religious Reading	identify key information within stories and beliefs → interpret symbols, themes and meanings → explain what stories and beliefs communicate



Comparison	identify similarities and differences → compare beliefs, traditions and experiences → explain viewpoints and connections
Discussion and Oracy	answer questions → explain ideas → justify understanding using evidence and increasingly ambitious vocabulary
Reading Behaviours	supported reading and discussion → increasing independence in interpreting ideas → confident application of reading skills across the curriculum

Reading Spine Links

Reading Spine Unit: *Easter Journeys (LKS2 Cycle 1)*

Reading focus areas:

- reflection and empathy
- comparison of beliefs and traditions
- inference and symbolism
- discussion and explanation
- descriptive and figurative language

Fluency approaches:

- echo reading for religious and disciplinary vocabulary
- paired reading
- oral storytelling linked to Easter stories and journeys
- performance reading
- discussion circles
- reader’s theatre
- storytelling and role-play
- guided group reading aloud
- partner explanation and discussion
- questioning and reflective discussion

Retrieval focus:

- recalling key vocabulary and religious concepts
- retrieving information from fiction, non-fiction and religious texts
- identifying evidence from stories, images and discussion
- using evidence to explain ideas and beliefs
- comparing beliefs, traditions and viewpoints

Reading Spine Impact

The Reading Spine is intentionally designed to ensure pupils experience:

- fiction, non-fiction, poetry and reflective texts
- increasingly ambitious religious and disciplinary vocabulary
- opportunities for retrieval, inference and interpretation
- repeated reading opportunities to strengthen fluency, prosody and confidence
- discussion and evidence-based reasoning opportunities to strengthen comprehension and communication
- texts which promote empathy, curiosity and understanding of the wider world
- opportunities to develop confidence, belonging and positive reading identities within the Storybrook context
- opportunities to explore symbolism, meaning and personal reflection through carefully selected texts



Vocabulary Development

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

Tiered Vocabulary:

Tier 1:

Easter, church, cross, journey, friend, hope, celebration, story, belief, symbol

Tier 2:

compare, explain, meaning, tradition, evidence, empathy, interpretation, viewpoint, connection, reflect

Tier 3:

Holy Week, resurrection, disciple, Christianity, crucifixion, salvation, faith, spiritual journey, symbolism, pilgrimage

Oracy & Fluency

- echo reading for religious and disciplinary vocabulary
- paired reading
- oral storytelling linked to Easter stories and journeys
- performance reading
- discussion circles
- reader’s theatre
- storytelling and role-play linked to Holy Week and Easter events
- guided group reading aloud
- partner explanation and reflective discussion
- questioning and interpretation activities
- collaborative discussion of symbols, beliefs and viewpoints
- explanation and justification using evidence

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. Learning is carefully scaffolded through visual supports, explicit vocabulary teaching, repeated reading opportunities and storytelling experiences to reduce cognitive load and support access to ambitious learning. Reading experiences are designed to build empathy, encourage thoughtful discussion and develop confidence without reducing curriculum expectations.

Reading experiences are designed to:

- build curiosity through stories, symbols and meaningful discussion
- provide opportunities for repeated reading and oral rehearsal to strengthen fluency and confidence
- use images, artefacts, visual prompts and storytelling to support understanding
- encourage discussion and reflection before recording ideas
- strengthen comprehension through retrieval, inference and interpretation activities
- provide structured opportunities for success and positive participation
- develop confidence in communicating ideas without reducing curriculum expectations
- promote belonging, confidence and positive reading identities through meaningful and engaging texts
- support pupils to explore thoughts, feelings and viewpoints safely and respectfully

Visits and Visitors:

- visit to a local church, cathedral or place of worship
- virtual tours of churches and important Christian places



- visitor from a Christian community to discuss Easter traditions and beliefs
- opportunities to explore artefacts, symbols and religious objects linked to Easter
- storytelling and drama workshops linked to Holy Week and Easter events
- reflective outdoor learning activities exploring themes of journeys, hope and new beginnings
- creative experiences such as Easter gardens, symbolic artwork or collaborative displays
- opportunities to use digital tools, photographs and visual resources to support learning
- Easter Journeys showcase event involving families, staff or members of the school community

Visits and visitors are used to:

- strengthen religious and disciplinary vocabulary and understanding
- develop curiosity, reflection and respectful discussion
- provide meaningful real-world connections to learning
- encourage questioning and thoughtful interpretation
- build confidence through communication and collaborative experiences
- support engagement, belonging and positive learning experiences within the Storybrook context

Home Learning:

- family discussion prompt linked to journeys, Easter traditions or important celebrations
- simple creative activity to reinforce retrieval (e.g. create an Easter symbol, design a journey map, produce a reflective drawing or create a labelled picture)
- 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 and comparison activity (e.g. compare Easter traditions, symbols or celebrations within different families and communities)
- vocabulary retrieval activities using key religious and disciplinary vocabulary
- research task linked to an enquiry question (e.g. *Why is Easter important to Christians?*, *What do Easter symbols represent?* or *How can journeys change us?*)

Home Reading Opportunities

Families are encouraged to revisit key texts together, practise repeated reading and discuss themes, vocabulary and ideas linked to Easter, journeys and beliefs. Opportunities for discussion should support reflection, questioning and understanding of how stories, symbols and experiences can communicate meaning and help us understand ourselves and others.

Assessment opportunities:

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

Day	Assessment focus	Evidence
Day 1	prior knowledge of Easter, Christianity, journeys and key vocabulary; misconceptions and understanding	discussion, questioning, retrieval activities, vocabulary use and observation
Day 2	understanding of key events within Holy Week and Easter; use of religious vocabulary	discussion, sequencing activities, written responses and vocabulary use
Day 3	understanding of symbols, meanings and beliefs linked to Easter	discussion, practical activities, reflective responses and observation
Day 4	application of understanding through comparison, reflection and discussion	questioning, discussion, collaborative work and written responses



Day 5	application of sticky knowledge across the unit; communication and presentation of learning	final outcomes, presentations, retrieval tasks, pupil discussion, reflection and application of religious understanding
--------------	---	---

Assessment Checkpoints

Teachers monitor whether pupils can:

Knowledge

- identify key events and beliefs linked to Easter
- recall vocabulary linked to Christianity and religious traditions
- explain why Easter is important to Christians

Disciplinary Thinking

- compare beliefs and traditions
- make connections between stories and meanings
- explain ideas using discussion and evidence

Application

- communicate understanding through spoken, practical and written outcomes
- explain ideas using religious 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 checks
- pupil discussion linked to anchor texts
- Reading Spine progression reviews
- monitoring use of ambitious religious and disciplinary vocabulary in reading and writing
- monitoring interpretation and use of evidence within discussion and written outcomes
- monitoring application of reflection, interpretation and respectful discussion skills across learning outcomes
- monitoring pupils' ability to justify interpretations and communicate understanding using evidence

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