



Scheme of Work

Years: 5&6	Title: Christmas Journeys	Weeks: 2 weeks
----------------------	----------------------------------	--------------------------

Rationale

Learning is designed to encourage curiosity, questioning and thoughtful reflection through meaningful contexts and high-quality texts. Pupils investigate how beliefs shape actions and experiences, consider different viewpoints and interpretations and explore themes of belonging, hope and guidance through stories and discussion. Pupils investigate the Christmas story through disciplinary religious thinking, discussion, interpretation and reflection whilst considering themes of belonging, hope, guidance, choices and journeys through life.

The unit focuses on interpretation, reflection and understanding how journeys, beliefs and experiences shape perspectives and meaning.

Pupils explore how journeys can be physical, emotional and spiritual. Through stories, reflective texts and religious narratives to promote disciplinary reading and deepen understanding. The unit uses carefully selected Reading Spine texts including stories, reflective texts and religious narratives to promote disciplinary reading and deepen understanding. These texts provide opportunities to explore values, identity, community and different perspectives whilst developing vocabulary, fluency and comprehension. Pupils investigate the journeys made by key figures within the Christmas story and consider how journeys can shape people, beliefs and experiences.

Learning experiences are designed to:

- develop secure knowledge and understanding of beliefs, traditions and symbolism
- build interpretation, reflection and respectful discussion skills
- develop curiosity through stories, enquiry and discussion
- strengthen understanding of religious vocabulary and concepts through repeated application
- create opportunities for empathy, perspective-taking and thoughtful reflection
- encourage pupils to consider how beliefs influence experiences and choices
- promote positive attitudes towards diversity and understanding
- ensure pupils access ambitious learning through adaptive approaches without reducing curriculum expectations

Learning is carefully sequenced so pupils progressively develop:

- substantive religious knowledge
- disciplinary understanding through interpretation and reflection
- understanding of beliefs and traditions
- comparison and connection-making
- ambitious religious and disciplinary vocabulary
- empathy and perspective-taking
- critical thinking and respectful discussion skills

The curriculum maintains subject integrity whilst creating meaningful opportunities for literacy, oracy, cultural understanding and reflective thinking.

Pupils learn to:

- understand key events and themes within the Christmas story
- explore the journeys of Mary, Joseph, the shepherds and the Wise Men
- understand why Christmas is important to Christians
- consider how beliefs influence actions and choices
- explore symbolism and meaning within the Christmas story
- compare different viewpoints and interpretations



- ask thoughtful questions about beliefs and experiences
- use evidence from texts and discussion to justify ideas
- communicate understanding using increasingly ambitious vocabulary
- reflect on personal journeys and experiences

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.

Adaptive Teaching

This unit applies Storyybrook SEMH principles with particular emphasis on practical enquiry and collaborative investigation.

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 how beliefs and traditions are expressed within different communities
- justify interpretations of symbolism and meaning using evidence

Hook

Pupils enter a classroom transformed into a **Christmas Journey Experience** containing:

- mystery journey boxes (*small gifts, star symbols, fabric, scrolls, lanterns, bells, maps, wrapped objects and symbolic items from the Christmas story*)
- maps showing Bethlehem and key journey locations from the Nativity story

Writing Outcomes

By the end of the unit pupils will:

- orally rehearse ideas before recording and explaining thinking
- write descriptive phrases and paragraphs using increasingly ambitious religious and disciplinary vocabulary linked to Christmas and journeys



- images of stars, deserts, journeys and Christmas celebrations around the world
- journey footprints leading around the classroom with clues and questions
- Nativity artefacts and symbolic objects (*manger, star, crown, gifts, shepherd staff, angel images*)
- Christmas music and immersive soundscapes (*bells, gentle instrumental music, travel sounds and storytelling audio*)
- mystery evidence cards linked to Mary, Joseph, shepherds and the Wise Men
- "Journey Question Stations" containing reflective prompts and discussion cards
- Christmas traditions and celebration images from different cultures and countries
- storytelling and role-play resources (*costumes, props and character cards*)
- star trail clues leading pupils through a short enquiry activity

Opening challenge

Can you become a religious investigator and discover how journeys, choices and beliefs shaped the Christmas story and why Christmas still matters today?

- create labels, captions and annotated diagrams linked to symbols, images, maps and Christmas story events
- record predictions, reflections and questions linked to enquiry activities and discussion
- compose explanation texts describing aspects of the Christmas story, Christian beliefs and traditions
- write comparative responses identifying similarities and differences between Christmas celebrations, beliefs and traditions
- create diary entries and first-person narratives from the perspective of people within the Christmas story (*e.g. Mary, Joseph, shepherds or Wise Men*)
- write reflective responses linked to journeys, choices, belonging and experiences
- write balanced arguments and persuasive responses linked to questions and viewpoints (*e.g. Why is Christmas important? Should Christmas be celebrated differently?*)
- communicate understanding through religious and cross-curricular writing outcomes
- use evidence from stories, texts, discussion and religious sources to explain ideas and justify thinking
- create information texts, celebration guides, presentations or reflective reports linked to Christmas journeys
- organise ideas into coherent paragraphs appropriate to purpose and audience
- edit and improve writing through discussion, peer support and adult guidance
- present ideas and learning through spoken, practical and written outcomes for different audiences

Mixed-age challenge (Year 6 depth):

- explain understanding using increasingly precise religious and disciplinary vocabulary independently
- justify interpretations and viewpoints using evidence from multiple sources
- organise explanations and arguments into coherent sections and paragraphs
- compare and evaluate information from different texts and religious sources independently
- adapt writing for different purposes including explanation, persuasion, balanced argument and reflective writing
- evaluate different interpretations and justify conclusions using evidence
- sustain increasingly formal writing appropriate to audience and purpose
- use symbolism and meaning within explanations and reflective writing independently



	<ul style="list-style-type: none"> • communicate increasingly sophisticated responses about beliefs, values and experiences using evidence and reasoning
<p>Outcomes</p> <p>By the end of the unit pupils produce:</p> <ul style="list-style-type: none"> • a Christmas Journeys Showcase shared with adults, peers or visitors demonstrating understanding of the Christmas story, journeys and their meaning within Christianity and wider life • a collection of spoken, practical and written learning evidence • a written explanation, reflective response, balanced argument or persuasive outcome demonstrating understanding of Christmas journeys and beliefs • annotated timelines, maps and visual representations linked to key events and journeys within the Christmas story • labelled diagrams and interpretation activities linked to symbols, artefacts, characters and events from the Nativity story • predictions, questions and responses linked to enquiry activities and discussion opportunities • comparative work linked to Christmas traditions, beliefs and celebrations across different cultures and communities • a practical or creative outcome linked to learning (<i>e.g. journey maps, Nativity representations, symbolism artwork, storytelling outcomes, reflective displays or Christmas tradition presentations</i>) • vocabulary-rich classroom display work linked to religious concepts and disciplinary vocabulary • a collaborative presentation, demonstration or religious enquiry outcome explaining learning and ideas • digital or creative outcomes such as presentations, podcasts, videos or recorded explanations where appropriate • interpretation activities using stories, religious sources and evidence to support conclusions • written reflections and evaluations linked to key enquiry questions and religious thinking • personal reflection activities linked to journeys, choices, belonging and experiences 	<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 accurately within discussion and learning activities • identify and describe key events and journeys within the Christmas story • explain why Christmas is important to Christians • identify and describe key beliefs, symbols and traditions linked to Christmas • explain some ways Christmas is celebrated within different communities and cultures • identify similarities and differences between Christmas traditions and experiences • use stories, religious sources, images and texts to retrieve and interpret information • ask relevant questions and discuss ideas thoughtfully using religious vocabulary • retrieve information and apply learning during discussion, enquiry and reflection activities • identify and discuss different viewpoints and interpretations linked to stories and beliefs • record ideas, observations and responses using appropriate vocabulary and sentence structures • participate in collaborative activities, discussion and practical learning opportunities • use evidence from stories, texts, images and discussion to explain ideas and justify thinking • apply learning independently with increasing confidence and accuracy • reflect on journeys, choices and experiences and make meaningful connections to their own lives • write reflective responses linked to beliefs and experiences • compare viewpoints and traditions • explain ideas linked to symbolism and meaning • explain how beliefs influence experiences and actions • compare traditions and viewpoints respectfully • justify ideas using evidence from stories and discussion <p>Year 6 extension:</p> <ul style="list-style-type: none"> • explain the significance of journeys, symbols and beliefs within the Christmas story using increasingly precise religious and disciplinary vocabulary independently



	<ul style="list-style-type: none"> • interpret and evaluate information from stories, religious sources and viewpoints and identify different interpretations • justify ideas and interpretations using evidence from multiple sources • identify connections between Christmas beliefs, traditions and wider life experiences • compare and evaluate different viewpoints and interpretations independently • make reasoned judgements supported by evidence and reflection • explain symbolic meaning within stories and traditions independently • sustain increasingly sophisticated responses using evidence, reasoning and reflective thinking • explain similarities and differences between beliefs and viewpoints • justify reflections using evidence from stories and discussion • interpret symbolism and meaning independently
--	---

Secure End Point

Pupils can:

- explain why Christmas is important within Christianity and describe key events linked to the Christmas story
- recognise that journeys can be physical, emotional and spiritual and explain connections between these ideas
- identify similarities and differences between beliefs, traditions and experiences
- 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

Common Misconceptions

Pupils may think:

- Christmas has always been celebrated in exactly the same way throughout history
- everyone celebrates Christmas and all people celebrate it in the same way
- the Christmas story and Christmas traditions are the same thing
- all Christmas traditions began with the birth of Jesus
- the Nativity story is identical in all retellings and interpretations
- Christmas is celebrated in the same way across different countries and cultures
- only religious people celebrate Christmas

Sticky Knowledge (Non-negotiable Learning)

By the end of this unit pupils will know:

- the Christmas story is important to Christians and explains the birth of Jesus
- Christmas is celebrated in different ways across different countries, cultures and communities
- people may celebrate Christmas for religious, cultural or family reasons
- the Nativity story and modern Christmas traditions are not the same thing
- traditions can change over time and develop in different ways
- Christmas celebrations often include shared themes such as kindness, giving, belonging and celebration



<ul style="list-style-type: none"> • all symbols associated with Christmas are religious in origin • Santa Claus and the Nativity story are part of the same historical event • traditions never change over time • the experiences and beliefs of people at Christmas are always the same • stories and traditions are historical facts rather than interpretations or beliefs • the first Christmas looked similar to modern Christmas celebrations • different beliefs and viewpoints about Christmas are right or wrong rather than reflecting different experiences and traditions • people from different cultures cannot share similar values and celebrations • all information and representations of Christmas are completely accurate and identical 	<ul style="list-style-type: none"> • different people and groups may have different beliefs, experiences and viewpoints about Christmas • stories, traditions and celebrations help people express beliefs, values and identity • people should respect similarities and differences in beliefs and celebrations • historical events, traditions and stories can influence modern life • Christmas symbols often have meanings and can originate from different traditions and cultures • people use evidence, stories and sources to help understand traditions and events • questions, discussion and enquiry help us understand beliefs, experiences and celebrations • vocabulary supports accurate explanation and communication of ideas
---	--

Retrieval Opportunities

Week 1 - Christmas Story and Journeys

Prior knowledge discussion linked to previously studied religious stories, celebrations and beliefs; discuss existing knowledge and misconceptions about Christmas; retrieve and sequence key events and journeys within the Christmas story through discussion and oral rehearsal.

Week 2 - Meaning, Beliefs and Reflection

Retrieve and apply learning linked to Christmas journeys, beliefs, symbols and traditions through discussion, interpretation and reflection activities; compare viewpoints and explain ideas using evidence and disciplinary vocabulary.

Retrieval methods used throughout the unit:

- vocabulary retrieval
- retrieval grids
- discussion prompts
- sequencing activities
- picture retrieval tasks
- oral rehearsal and low-stakes quizzes
- quick-fire recall questions
- partner discussion and talk tasks
- story sequencing and event retrieval activities
- interpretation activities linked to stories, symbols and religious sources
- retrieval linked to texts, images and evidence
- debate and enquiry questions
- revisit prior learning through practical activities and collaborative challenges
- role-play and storytelling retrieval activities
- reflection tasks linked to beliefs, experiences and journeys

Prior Learning



Pupils may already:

Reading

- retrieve information from fiction and non-fiction texts
- identify key information from stories, images and diagrams
- discuss themes, characters and viewpoints within texts
- make predictions and inferences using evidence from texts
- explain ideas using evidence from reading and discussion
- discuss similarities and differences between beliefs, traditions and experiences
- interpret simple symbolism and meaning within stories and texts

Reading Retrieval Opportunities

- retrieval of religious vocabulary and key concepts linked to Christmas and Christianity
- flashback questions linked to previous faith learning, celebrations and Christian beliefs
- recall of sticky knowledge through comparison, reflection and discussion activities
- retrieval through stories, interpretation and evidence-based discussion

Writing

- orally rehearse ideas before recording them
- write descriptions, explanations and information texts
- write diary entries and first-person narratives
- organise ideas into linked paragraphs
- communicate ideas through spoken and written outcomes
- use evidence to support explanations and responses
- write reflective responses linked to experiences and learning

Grammar and Punctuation

- use expanded noun phrases and ambitious vocabulary to add detail
- use conjunctions to extend and explain ideas
- use fronted adverbials and adverbial phrases
- organise writing into paragraphs around a theme
- use commas for clarity and expanded sentence structures
- use speech punctuation accurately where appropriate

Spoken Language / Oracy

- ask and answer questions linked to learning experiences
- explain opinions and ideas clearly during discussion
- participate in collaborative learning and group discussion
- build upon and respond appropriately to the ideas of others
- justify ideas using evidence and reasoning

Religious Education and Wider Curriculum

- understand that stories and beliefs can have meaning for different people
- recognise that celebrations and traditions can vary across cultures and communities
- identify similarities and differences between beliefs and experiences
- understand that beliefs can influence choices and actions
- ask questions and investigate ideas through stories and discussion
- understand that symbols can communicate meaning



- recognise that people may have different viewpoints and interpretations
- use maps, images and visual information to support understanding where appropriate

Spelling

Pupils apply:

- spelling patterns and rules taught through the school spelling programme and English curriculum
- Year 5 and Year 6 statutory spelling expectations
- prefixes and suffixes taught previously
- topic vocabulary linked to religious learning and Christmas themes
- increasingly ambitious vocabulary within spoken and written outcomes

Building on Prior Learning

Pupils build upon scientific enquiry skills developed through previous science learning including prediction, observation, evidence gathering and interpretation. Prior understanding of forces and movement supports pupils in exploring gravity, planetary relationships and scientific explanations of space phenomena.

Pupils may already:

- discuss stories, beliefs and experiences from different cultures and traditions
- recognise similarities and differences between people, communities and celebrations
- discuss ideas linked to belonging, relationships and identity
- explain opinions and ideas respectfully during discussion
- ask questions and explore different viewpoints
- reflect on personal experiences and emotions
- use evidence from stories and discussion to explain thinking
- recognise that beliefs and values can influence actions and choices

Future learning prepares pupils to:

- investigate increasingly complex scientific concepts and systems
- interpret scientific evidence independently
- explain relationships between scientific ideas
- understand how scientific discoveries continue to evolve

Spelling

Pupils apply:

- spelling patterns and rules taught through the school spelling programme and English curriculum
- Year 5 and Year 6 statutory spelling expectations
- prefixes and suffixes including **inter-**, **sub-**, **super-**, **anti-** and **auto-**
- words containing silent letters
- words ending in **-cial**, **-tial**, **-cially** and **-tially**
- words ending **-ent**, **-ence**, **-ency**, **-ant**, **-ance** and **-ancy**
- words with **ie** and **ei** patterns
- use of hyphens where appropriate

Grammar and Punctuation Focus

Pupils develop:

- use of expanded noun phrases to add detail and precision
- use of relative clauses beginning with **who**, **which**, **where**, **when**, **whose** or **that**
- use of modal verbs to indicate possibility or certainty (*could*, *would*, *should*, *might*, *must*)
- use of adverbials and fronted adverbials to develop cohesion and sequence of events
- use of parenthesis through brackets, commas and dashes to add information
- use of commas to clarify meaning and avoid ambiguity



- ambitious topic vocabulary linked to religious learning and Christmas themes
- accurate spelling of increasingly complex subject-specific vocabulary within written outcomes including vocabulary linked to beliefs, traditions, journeys and symbolism

Spelling application opportunities throughout the unit:

- vocabulary pre-teaching and oral rehearsal
- explicit morphology and word meaning exploration
- etymology links where appropriate (*e.g. origins of Christmas vocabulary, religious terminology and symbolism*)
- retrieval of previously taught statutory words
- sentence-level application within reflective and religious writing
- editing and proofreading activities
- independent application within extended writing outcomes
- exploration of root words and meanings linked to topic vocabulary
- repeated application of ambitious vocabulary within discussion and written responses

- use of cohesive devices within and across paragraphs (*for example: however, therefore, meanwhile, consequently, in contrast*)
- use of organisational devices including headings, subheadings, bullet points and underlining where appropriate
- use of direct and reported speech where appropriate
- use of active and passive voice to change emphasis and effect
- use of formal and informal language appropriately according to audience and purpose
- use of colons to introduce lists and explanations
- use of semi-colons to mark relationships between closely related clauses
- use of hyphens to avoid ambiguity where appropriate
- use of punctuation including commas, apostrophes, brackets, dashes, colons and semi-colons accurately within writing
- organise ideas into coherent paragraphs and increasingly sustained pieces of writing
- edit and improve grammar and punctuation through discussion, peer support and adult guidance

Year 6 Extension

Pupils increasingly:

- manipulate sentence structures deliberately for effect and audience
- select between active and passive voice to control emphasis and meaning
- use semi-colons, colons and dashes accurately within extended reflective and explanatory writing
- sustain cohesive links across paragraphs through a wider range of devices and references
- shift confidently between formal and informal language according to audience and purpose
- embed multiple clauses and parenthetical information to create increasingly sophisticated sentence structures
- edit and improve writing independently to strengthen clarity, precision and impact
- use increasingly ambitious grammatical structures within explanation, reflection, persuasive responses and religious interpretation writing
- manipulate sentence structures deliberately to create emphasis and effect



	<ul style="list-style-type: none"> • use a wider range of cohesive devices to strengthen links across extended reflective writing
--	--

<p>Computing Integration</p> <p>Pupils learn to:</p> <ul style="list-style-type: none"> • use search technologies effectively to locate information linked to Christmas traditions, journeys and celebrations • select and retrieve information from a range of digital sources • recognise that information found online may vary in reliability and accuracy • compare and evaluate information from different sources and identify evidence to support ideas • use digital tools to organise and present learning and research linked to Christmas journeys and beliefs • create digital presentations, fact files, story maps or reports linked to Christmas traditions and the Christmas story • use multimedia elements such as images, audio and text to communicate understanding • develop keyboard, editing and formatting skills when producing written outcomes • use technology safely, respectfully and responsibly when researching and presenting information • understand the importance of evaluating sources and considering different viewpoints when accessing information online • communicate and collaborate appropriately through digital activities where relevant • use digital storytelling tools to sequence and present events from the Christmas story • record reflections, explanations or presentations using audio or video where appropriate <p>Computational Thinking and Digital Creation</p> <ul style="list-style-type: none"> • create and communicate digital outcomes that present themes, stories, viewpoints and interpretations effectively through appropriate digital tools 	
--	--

<p>Independence</p> <p>Pupils move from:</p> <ul style="list-style-type: none"> • identifying simple information from stories, texts and sources with adult support • using religious and topic vocabulary with prompts and scaffolds • recording ideas through supported discussion and structured activities • asking simple questions linked to beliefs, celebrations and learning • interpreting stories and meaning with adult guidance • relying on models, sentence stems and visual prompts to organise ideas • participating in collaborative activities with adult support <p>To:</p>	<p>Thinking</p> <p>This unit develops:</p> <ul style="list-style-type: none"> • religious enquiry and investigation skills • understanding and interpretation of beliefs, stories and traditions • interpretation and evaluation of evidence and viewpoints • comparison and connection-making between beliefs, traditions and personal experiences • reasoning and justification using evidence • questioning, discussion and reflective thinking • critical thinking through analysis of viewpoints and interpretations • communication and explanation using increasingly precise vocabulary • curiosity, independence and problem-solving • empathy and understanding of different perspectives and experiences • reflection upon choices, journeys and experiences
---	--



- independently retrieving and selecting relevant information from a range of stories, texts and sources
- using increasingly precise religious and disciplinary vocabulary independently
- asking thoughtful and increasingly relevant questions linked to beliefs and experiences
- interpreting stories, symbols and ideas and making reasoned conclusions using understanding and evidence
- organising and communicating ideas confidently through spoken, practical and written outcomes
- selecting appropriate methods to record and present learning independently
- working collaboratively whilst taking increasing ownership of learning and decision making

By the end of the unit pupils can:

- independently retrieve and apply learning from stories, religious sources and prior knowledge
- communicate understanding using religious and disciplinary vocabulary accurately and appropriately
- ask and answer questions using evidence to justify thinking
- organise ideas into coherent spoken and written outcomes with increasing independence
- interpret and discuss information from different sources with growing confidence
- make comparisons and identify connections between Christmas beliefs, traditions and experiences
- select appropriate strategies and resources to support learning independently
- reflect on learning and explain understanding with increasing confidence and accuracy
- communicate personal reflections thoughtfully and respectfully while recognising that people may hold different beliefs and viewpoints

- respectful understanding of beliefs and worldviews

Cognitive Progression

Pupils progress from:

- identifying and recalling simple information and events from stories and texts
- asking and answering straightforward questions
- recognising similarities and differences
- making simple observations from images, stories and sources
- explaining ideas with adult support
- discussing experiences and viewpoints with prompts and scaffolds

Towards:

- asking thoughtful and increasingly relevant questions independently
- interpreting information and identifying important ideas and meanings
- making connections between beliefs, choices, events and experiences
- comparing viewpoints and considering different interpretations
- justifying ideas and conclusions using evidence
- evaluating different viewpoints and interpretations thoughtfully
- applying prior knowledge to new contexts and enquiries
- communicating increasingly sophisticated explanations and reflective responses
- recognising that beliefs and experiences may influence people's actions and choices
- developing increasingly mature and respectful understanding of different perspectives

3 Lead Subjects National Curriculum Links

Lead Subject: Religious Education

Pupils learn to:

- develop knowledge and understanding of Christianity and Christmas as a significant religious celebration
- investigate beliefs, values and practices through stories, symbols and traditions
- ask and explore meaningful questions about beliefs and experiences
- compare different viewpoints and interpretations
- use evidence from stories and religious sources to explain ideas and justify thinking



Year 5:

- identify key events and journeys within the Christmas story
- explain why Christmas is important to Christians
- identify beliefs, traditions and symbolism linked to Christmas
- compare similarities and differences between traditions and celebrations

Year 6 extension:

- interpret and evaluate different viewpoints and meanings within religious stories and traditions
- explain the significance of symbolism and belief using evidence
- justify ideas and interpretations using multiple sources
- recognise that interpretations and beliefs may differ

Disciplinary Knowledge:

Pupils learn to think as religious investigators by:

- asking meaningful questions
- interpreting stories and beliefs
- recognising different viewpoints and perspectives
- exploring symbolism and meaning
- using evidence to justify conclusions and ideas

Disciplinary Progression

recognise → question → interpret → compare → justify → evaluate → reflect

Secure End Point:

By the end of the unit pupils can:

- explain key events and journeys within the Christmas story
- explain why Christmas is important within Christianity
- identify symbols, beliefs and traditions linked to Christmas
- use evidence to explain ideas and justify conclusions

Lead Subject: English

Pupils learn to:

- read and discuss a broad range of fiction, stories and non-fiction texts
- retrieve, record and present information from texts
- write for a range of audiences and purposes
- participate in discussion, debate and presentations

Year 5:

- retrieve information and justify responses using evidence
- write explanations, reflections and comparative responses
- discuss themes and author choices within texts

Year 6 extension:

- evaluate viewpoints and interpretations
- sustain writing for different purposes and audiences



- use increasingly sophisticated vocabulary and grammatical structures independently

Disciplinary Knowledge:

Pupils learn to think as readers and writers by:

- retrieving and interpreting information
- identifying themes and viewpoints
- evaluating language choices
- organising and communicating ideas effectively

Secure End Point:

By the end of the unit pupils can:

- communicate understanding through spoken and written outcomes
- justify ideas using evidence from reading and discussion
- write coherent reflective and explanatory outcomes for different audiences and purposes

Lead Subject: Computing

Pupils learn to:

- use search technologies effectively
- select and organise information from digital sources
- create and present content using digital tools
- use technology safely and responsibly

Year 5:

- retrieve and organise information from different digital sources
- use digital tools to create presentations and information outcomes

Year 6 extension:

- evaluate reliability and accuracy of online information
- compare multiple sources and justify decisions about usefulness

Disciplinary Knowledge:

Pupils learn to think as digital users by:

- selecting appropriate technology for purpose
- evaluating information critically
- presenting ideas effectively using digital tools

Secure End Point:

By the end of the unit pupils can:

- independently research information using appropriate digital tools
- identify trustworthy information sources
- communicate learning through purposeful digital outcomes



Application Subjects

Subject: Geography

Core Knowledge

Pupils develop understanding of how places and journeys influence experiences, beliefs and traditions. Pupils explore locations linked to the Christmas story and investigate similarities and differences in Christmas traditions across different countries and cultures.

Examples of application within this unit may include:

- mapping journeys linked to the Christmas story
- locating Bethlehem and significant places using maps, atlases and digital mapping
- comparing Christmas traditions across different countries and cultures
- identifying similarities and differences between celebrations around the world
- exploring how geographical location can influence traditions and experiences
- creating cultural comparison activities and presentations
- using maps and geographical information to support discussion and enquiry

Expected outcomes may include:

- journey maps and annotated routes
- comparison charts and tables
- cultural comparison displays
- maps and atlas activities
- presentations linked to traditions around the world
- geographical discussion and enquiry outcomes

Subject: PSHE / Personal Development

Core Knowledge

Pupils develop understanding of relationships, belonging, empathy and reflection through exploration of journeys, experiences and values. Pupils consider how experiences, beliefs and choices influence people and communities whilst developing respectful understanding of similarities and differences.

Examples of application within this unit may include:

- reflecting on personal journeys, experiences and changes
- discussing belonging, kindness and empathy
- exploring similarities and differences between experiences and viewpoints
- participating in collaborative discussion and reflection activities
- considering how choices and values influence actions
- communicating thoughts and feelings respectfully
- discussing questions linked to fairness, understanding and relationships

Expected outcomes may include:

- reflective writing and responses
- discussion and circle-time activities
- personal reflection journals
- collaborative presentations
- empathy and viewpoint activities



- values and belonging displays
- pupil voice and reflection outcomes

Subject: Music

Core Knowledge

Pupils develop understanding of how music communicates emotions, beliefs, traditions and stories. Pupils explore how music is used within Christmas celebrations and storytelling and apply musical elements to communicate meaning linked to Christmas journeys and experiences.

Examples of application within this unit may include:

- creating soundscapes linked to journeys within the Christmas story
- performing Christmas songs and reflective pieces
- composing simple musical sequences representing journeys and emotions
- exploring Christmas music from different traditions and cultures
- creating rhythmic patterns linked to storytelling and movement
- collaborative performances and Christmas showcase activities

Expected outcomes may include:

- journey soundscapes
- performances and musical responses
- rhythmic compositions
- Christmas celebration performances
- collaborative showcase outcomes

Musical Understanding and Performance

- listen to, compare and perform music linked to traditions, journeys and storytelling

English Progression and National Curriculum Links

Reading

Pupils develop:

- increasing fluency and stamina when reading a range of increasingly complex texts
- retrieval, inference and prediction skills using evidence from texts
- understanding and discussion of themes, symbolism, vocabulary and author choices
- comparison of ideas, viewpoints and information across texts
- disciplinary reading skills through stories, religious texts, reflective texts and information sources
- confidence in discussing and justifying opinions using evidence
- understanding of symbolism, meaning and interpretation within texts

Writing

Pupils develop:

- planning and organising ideas for different audiences and purposes
- writing narratives, explanations, reflective responses, persuasive writing and comparative responses
- selecting vocabulary and grammatical structures appropriate for purpose
- using evidence to support explanations and ideas
- drafting, editing and improving writing independently



- communicating understanding through reflective and religious writing outcomes

Spelling

Pupils develop:

- application of Year 5 and Year 6 statutory spelling expectations
- accurate use of topic vocabulary within spoken and written outcomes
- understanding of spelling patterns, prefixes and suffixes
- independent editing and proofreading skills

Grammar and Punctuation

Pupils develop:

- use of relative clauses and expanded noun phrases
- use of cohesive devices across paragraphs
- use of modal verbs and adverbials
- use of active and passive voice
- use of formal and informal language appropriately
- use of punctuation including brackets, commas, colons, semi-colons and dashes accurately

Spoken Language / Oracy

Pupils develop:

- discussion and respectful debate skills
- asking and responding to questions thoughtfully
- presenting information confidently
- justifying opinions and interpretations using evidence
- adapting language and vocabulary for audience and purpose
- developing fluency, expression and confidence through oral rehearsal and presentation opportunities
- communicating ideas thoughtfully through reflection and discussion

Progression

retrieve → infer → interpret → reflect → justify → evaluate → communicate independently

Secure End Point

Pupils independently communicate understanding through a range of spoken and written outcomes using evidence, ambitious vocabulary and increasingly sophisticated language structures.

Future Learning (English)

This unit prepares pupils for future learning by supporting them to:

- read increasingly challenging fiction, non-fiction and disciplinary texts confidently
- interpret themes, viewpoints, symbolism and evidence across a wider range of texts
- write for increasingly sophisticated purposes and audiences
- organise and sustain extended writing independently
- evaluate language, author choices and viewpoints critically
- communicate ideas confidently through discussion, debate and presentation
- apply reading and writing skills across the wider curriculum
- access secondary curriculum demands requiring independent reading, analysis and communication
- develop confidence as fluent readers, writers and communicators across subjects



- develop thoughtful and respectful communication when discussing beliefs, experiences and different viewpoints

Curriculum Progression and National Curriculum Links

Lead Subject: Religious Education

National Curriculum Links

Pupils learn to:

- develop knowledge and understanding of Christianity and significant religious celebrations
- investigate beliefs, values and practices through stories, traditions and sources
- ask and explore meaningful questions about beliefs and experiences
- compare different viewpoints and interpretations
- construct informed responses using evidence from stories, religious sources and discussion

Year 5

- identify key events and journeys within the Christmas story
- understand why Christmas is important to Christians
- identify beliefs, traditions and symbols linked to Christmas
- compare similarities and differences between celebrations and traditions

Year 6 Extension

- evaluate different interpretations and viewpoints linked to beliefs and traditions
- justify interpretations using evidence from multiple sources
- explain the significance of symbolism and meaning within the Christmas story
- analyse how beliefs and experiences can influence actions and perspectives

Curriculum Progression

identify → question → interpret → compare → reflect → evaluate → justify

Secure End Point

Pupils independently explain the significance of Christmas within Christianity and use evidence confidently to justify ideas, interpretations and conclusions.

Lead Subject: English

National Curriculum Links

Pupils learn to:

- read and discuss a broad range of fiction, stories and non-fiction texts
- retrieve, record and present information from reading
- increase familiarity with stories, traditions and reflective texts
- write for a range of purposes and audiences
- participate in discussions, presentations and debate



Year 5

- retrieve and justify responses using evidence from texts
- write explanations, narratives, reflections and comparative responses
- discuss themes, vocabulary and author choices
- organise writing into coherent paragraphs

Year 6 Extension

- evaluate author choices and viewpoints independently
- sustain writing for different audiences and purposes
- use increasingly sophisticated vocabulary and grammatical structures
- justify opinions and interpretations using evidence confidently

Curriculum Progression

retrieve → infer → interpret → reflect → justify → evaluate → communicate independently

Secure End Point

Pupils independently communicate understanding through increasingly sophisticated spoken and written outcomes using evidence and ambitious vocabulary.

Lead Subject: Computing

National Curriculum Links

Pupils learn to:

- use search technologies effectively
- select, use and combine software to create digital outcomes
- understand how information online may vary in reliability
- use technology safely, respectfully and responsibly

Year 5

- use digital tools to research Christmas traditions, celebrations and journeys
- create presentations and digital outcomes
- organise information effectively
- use technology safely and appropriately

Year 6 Extension

- evaluate the reliability and usefulness of online sources
- select digital tools independently according to purpose
- communicate information effectively through a range of media
- evaluate and improve digital outcomes independently

Curriculum Progression

find → organise → create → communicate → evaluate

Secure End Point



Pupils independently use technology to research, create and communicate purposeful outcomes linked to religious enquiry and understanding.

Application Subject Progression and National Curriculum Links

Subject: Geography

National Curriculum Links

Pupils learn to:

- use maps, atlases and digital mapping to locate places and describe features
- identify similarities and differences between places and regions
- interpret geographical information from a range of sources
- understand how physical and human features influence places and experiences

Year 5

- locate Bethlehem and significant locations linked to the Christmas story
- compare Christmas traditions across countries and cultures
- identify similarities and differences between places and experiences
- use maps and geographical information to support understanding

Year 6 Extension

- explain how geographical location influences traditions and experiences independently
- compare cultural practices and identify patterns
- justify conclusions using evidence from maps and information sources
- evaluate similarities and differences between celebrations and traditions

Disciplinary Knowledge

Pupils work as geographers by:

- locating
- comparing
- interpreting
- investigating
- explaining
- evaluating

Disciplinary Progression

locate → compare → interpret → explain → evaluate

Secure End Point

Pupils independently apply geographical skills to explain how places and cultures influence traditions and experiences confidently.

Subject: PSHE / Personal Development

National Curriculum Links



Pupils learn to:

- develop self-awareness and emotional understanding
- build positive relationships and communication skills
- recognise similarities and differences between people and experiences
- reflect on choices, values and personal experiences

Year 5

- explore belonging and relationships
- discuss empathy and understanding
- recognise similarities and differences between experiences
- communicate ideas and feelings appropriately

Year 6 Extension

- reflect upon viewpoints and experiences independently
- justify opinions respectfully using evidence and discussion
- explain how values and experiences influence actions and choices
- evaluate different perspectives thoughtfully

Disciplinary Knowledge

Pupils work as reflective learners by:

- discussing
- reflecting
- empathising
- communicating
- evaluating
- responding respectfully

Disciplinary Progression

recognise → discuss → reflect → justify → evaluate

Secure End Point

Pupils independently communicate thoughtful reflections and demonstrate respectful understanding of others confidently.

Subject: Music

National Curriculum Links

Pupils learn to:

- perform, listen to, review and evaluate music
- sing and perform with increasing accuracy and expression
- improvise and compose music for different purposes
- understand and explore musical elements including rhythm, pitch, tempo and dynamics

Year 5

- explore songs and musical traditions linked to Christmas celebrations
- identify how musical elements create mood and atmosphere



- perform music linked to Christmas themes and storytelling
- discuss how music communicates meaning and emotion

Year 6 Extension

- compare musical styles and traditions linked to Christmas independently
- evaluate how musical elements influence mood and audience response
- justify musical choices using increasingly precise musical vocabulary
- create increasingly expressive and purposeful musical outcomes

Disciplinary Knowledge

Pupils work as musicians by:

- listening and responding
- performing
- experimenting
- composing
- reflecting
- evaluating

Disciplinary Progression

listen → explore → perform → compose → refine → evaluate

Secure End Point

Pupils independently apply musical skills to communicate ideas, emotions and meaning linked to Christmas journeys and traditions confidently.

Cross-curricular links

Subject	Cross-curricular links within this unit
English	Reading stories, reflective texts, religious texts and information sources linked to Christmas journeys; writing explanations, diary entries, reflective responses, balanced arguments and persuasive writing
Mathematics	Sequencing events within the Christmas story; organising information through timelines, charts and tables; comparing information and identifying patterns and relationships
Computing	Researching Christmas traditions and celebrations using digital tools; creating presentations, story maps and digital outcomes; evaluating online information and source reliability
Art and Design	Exploring Christmas symbolism, colour, pattern and artistic representation; creating artwork inspired by journeys, traditions and Christmas themes
Music	Exploring songs and musical traditions linked to Christmas; creating soundscapes and musical responses; performing and discussing how music communicates meaning and emotion
Geography	Locating Bethlehem and significant locations linked to the Christmas story using maps, atlases and digital mapping; comparing Christmas traditions and celebrations around the world
PSHE / Personal Development	Exploring belonging, empathy, kindness, relationships and different viewpoints; developing understanding of values, experiences and communities



Religious Education	Exploring the Christmas story, Christian beliefs and traditions; discussing symbolism, values and worldviews; comparing interpretations and viewpoints
Spoken Language / Oracy	Participating in discussion, storytelling, presentations, role-play and enquiry activities; justifying opinions and communicating ideas clearly
Reading Across the Curriculum	Developing disciplinary reading skills through stories, religious texts, biographies, information texts and reflective texts linked to Christmas journeys and traditions

Substantive Knowledge Sequence

Week	Substantive Knowledge Sequence
Week 1 - Christmas Story and Journeys	Pupils learn the key events and journeys within the Christmas story including the journeys of Mary and Joseph, the shepherds and the Wise Men. Pupils learn where Bethlehem is located, understand that journeys can be physical, emotional and spiritual, explore key vocabulary linked to Christmas and recognise that stories and beliefs can hold meaning for different people.
Week 2 - Meaning, Beliefs and Christmas Traditions	Pupils learn why Christmas is important to Christians, understand that symbols and traditions can communicate meaning, explore how Christmas is celebrated in different communities and cultures, recognise that people may hold different beliefs and viewpoints and understand that experiences, beliefs and values can influence actions and choices.

National Curriculum Coverage Audit

Subject	National Curriculum Coverage within this Unit
Religious Education	develop knowledge and understanding of Christianity and Christmas as a significant religious celebration; investigate beliefs, values and traditions through stories and sources; ask meaningful questions and explore different viewpoints and interpretations; construct informed responses using evidence from stories, discussion and religious sources
English	develop positive attitudes to reading and understanding increasingly challenging texts; discuss words and phrases that capture meaning; identify themes, symbolism and conventions across a range of texts; draw inferences and justify responses using evidence; organise ideas into paragraphs around a theme; use increasingly varied vocabulary and sentence structures; participate in discussions, presentations and debate
Art and Design	create sketchbooks to record observations and develop ideas; improve mastery of drawing and artistic techniques; use colour, pattern, symbolism and design purposefully; evaluate and discuss creative work inspired by Christmas journeys and traditions
Mathematics	measure, compare and interpret information; identify patterns and relationships; apply mathematical reasoning and problem-solving skills through sequencing events, organising information and interpreting findings
ICT	use technology purposefully to create, organise and present information; develop understanding of digital communication; select and use software effectively; understand how information found online may vary in reliability; use technology safely and responsibly
Geography	use maps, atlases and digital mapping to locate countries and significant locations; identify similarities and differences between places and cultures; understand how places and environments can influence experiences and traditions
Music	perform, listen to, review and evaluate music; sing and perform with increasing control and expression; improvise and compose music for different purposes; understand and explore musical elements including rhythm, pitch, tempo and dynamics
Personal Development and Learning	develop self-awareness and emotional understanding; build positive relationships and communication skills; recognise and respect similarities and differences; reflect on belonging, empathy, kindness and values; consider different viewpoints, beliefs and experiences



Spoken Language / Oracy	participate in discussions, presentations, role-play and collaborative activities; justify opinions using evidence; communicate ideas clearly and confidently; adapt language appropriately for audience and purpose
--------------------------------	--

<p>Anchor Texts:</p> <ul style="list-style-type: none"> • A Poem for Everyday of Christmas • A Christmas Carol <p>Supporting texts/recommended reads:</p> <ul style="list-style-type: none"> • 100 Best Christmas Poems for Children • Joy to the Whole World • Wildspark 	<p>Reading Focus:</p> <ul style="list-style-type: none"> • poetry and poetic language • symbolism and meaning within texts • themes of hope, journeys, belonging and reflection • comparison of viewpoints and experiences • disciplinary reading as reflective and religious investigators • inference from stories, poetry and religious texts • ambitious religious and disciplinary vocabulary • author viewpoint and interpretation • comparison of traditions and celebrations across texts • discussion, questioning and reflective thinking • retrieval and justification using evidence from texts • understanding how language creates mood, atmosphere and meaning
--	--

Disciplinary Reading Opportunities

- Christmas poems and performance poetry
- extracts from classic literature and narrative texts
- religious stories and Christmas traditions
- reflective texts linked to journeys and experiences
- information texts linked to Christmas traditions around the world
- symbolism and interpretation activities
- visual texts, illustrations and images
- discussion and interpretation of themes and viewpoints

Genre Coverage

Genre	Coverage
Poetry	Reading and discussing Christmas poetry; exploring imagery, symbolism, rhythm and themes of belonging, hope and celebration
Classic fiction	Reading extracts from <i>A Christmas Carol</i> and exploring themes, character development and moral messages
Narrative fiction	Exploring stories linked to journeys, relationships and experiences
Information texts	Reading non-fiction texts linked to Christmas traditions, beliefs and celebrations
Explanation texts	Understanding and creating texts explaining Christmas beliefs, symbols and traditions



Reflective writing	Exploring personal responses, experiences and themes of belonging and journeys
Persuasive texts	Exploring and creating persuasive responses linked to Christmas questions and viewpoints
Discussion / Balanced argument	Considering different perspectives and viewpoints linked to traditions, beliefs and experiences
Religious texts / Disciplinary reading	Interpreting stories, symbols and evidence to support religious enquiry and understanding
Spoken presentation	Storytelling, presentations, performance poetry, discussion and collaborative speaking activities

Reading Progression Audit

Area	Progression within this Unit
Vocabulary development	Pupils progress from understanding and using familiar Christmas vocabulary to independently applying increasingly ambitious disciplinary language including symbolism, tradition, interpretation, reflection, significance and belief
Fluency and stamina	Pupils develop increasing fluency and confidence when reading poetry, narrative extracts and information texts; repeated reading and performance opportunities support reading stamina
Retrieval	Pupils progress from locating explicit information to independently retrieving and selecting evidence from a range of texts
Inference	Pupils progress from making simple inferences to justifying interpretations using evidence from poetry, stories and discussion
Author intent and viewpoint	Pupils develop understanding that texts can present different viewpoints, messages and interpretations and begin to evaluate author choices
Religious disciplinary reading	Pupils increasingly work as religious investigators by interpreting stories, symbolism and sources to construct understanding
Comparison across texts	Pupils compare themes, ideas, viewpoints and messages across poems, stories and information texts
Discussion and response	Pupils progress from supported responses to independently discussing, questioning and justifying opinions using evidence
Reading across genres	Pupils access varied genres including poetry, classic fiction, information texts, reflective texts and religious sources
Reading for purpose	Pupils increasingly understand that reading supports enquiry, reflection and knowledge-building across the wider curriculum

Reading Spine Links



Reading Spine Unit: Christmas Journeys (UKS2)

Reading focus areas:

- poetry and poetic language
- symbolism and meaning
- retrieval and interpretation from stories and non-fiction texts
- comparison of viewpoints and experiences
- ambitious religious and disciplinary vocabulary
- discussion, questioning and reflective thinking

Fluency approaches:

- reader's theatre
- performance poetry
- oral rehearsal before writing
- guided group reading aloud
- choral reading of poems and extracts
- echo reading for ambitious vocabulary
- storytelling and role-play
- collaborative discussion and reflection
- partner explanation and discussion

Retrieval focus:

- recalling key vocabulary and concepts
- retrieving information from poetry, fiction and non-fiction texts
- identifying evidence from stories, images and sources
- using evidence to explain ideas and interpretations
- comparing viewpoints, experiences and traditions

Reading Spine Impact

The Reading Spine is intentionally designed to ensure pupils experience:

- poetry, classic fiction and non-fiction texts
- increasingly ambitious religious and disciplinary vocabulary
- opportunities for retrieval, inference and interpretation
- meaningful opportunities to explore symbolism and themes
- opportunities to compare viewpoints and justify ideas using evidence
- increasingly sophisticated reading, discussion and critical thinking skills
- meaningful opportunities to develop fluency, comprehension and understanding through reading across the curriculum

Vocabulary Development

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

Tiered Vocabulary:



Tier 1:

Christmas, journey, star, gift, family, angel, shepherd, king, celebration, story

Tier 2:

tradition, belief, symbol, reflection, journey, celebration, meaning, interpretation, significance, community

Tier 3:

Nativity, Christianity, Bethlehem, symbolism, disciple, prophecy, incarnation, pilgrimage, interpretation, significance, worldview, tradition, spiritual, reflection, Wise Men, Messiah

This has been aligned to:

Oracy & Fluency:

- echo reading for religious and disciplinary vocabulary
- paired reading
- oral storytelling linked to Christmas journeys, traditions and experiences
- performance reading of poetry and Christmas texts
- discussion circles
- reader’s theatre
- storytelling and role-play (*e.g. Mary, Joseph, shepherd, Wise Man, traveller, storyteller, religious investigator, presenter*)
- guided group reading aloud
- partner explanation and evidence talk
- questioning and religious enquiry discussion
- collaborative interpretation of stories, symbols, images and sources
- explanation and justification using evidence from texts and discussion
- debate and persuasive discussion (*e.g. Why is Christmas important? Do journeys change people?*)
- presentation and Christmas showcase activities
- performance poetry and choral reading opportunities
- oral rehearsal before writing and discussion tasks
- reflective discussion and viewpoint-sharing activities

SEMH Reading Approach:

Texts are selected to provide emotional safety, opportunities for curiosity, strong relational themes and meaningful discussion to support regulation, belonging and confidence. Religious learning is carefully scaffolded through visual supports, explicit vocabulary teaching, repeated reading opportunities and practical experiences to reduce cognitive load and support access to ambitious learning. Reading experiences are designed to build curiosity, encourage reflection and enquiry and develop confidence without reducing curriculum expectations.

Reading experiences are designed to:

- build curiosity through stories, poetry, discussion and exploration of journeys and experiences
- provide opportunities for repeated reading and oral rehearsal to strengthen fluency and confidence
- use symbols, images, maps, story sequences and visual prompts to support understanding
- encourage discussion and exploration before recording ideas
- strengthen comprehension through retrieval, prediction, inference and interpretation of meaning
- 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 different perspectives, beliefs and experiences through stories, discussion and reflection
- develop empathy, critical thinking and understanding through carefully selected texts and themes



	<ul style="list-style-type: none"> • support emotional literacy and self-reflection through themes of hope, belonging, journeys and relationships • provide opportunities for performance, storytelling and collaborative reading experiences to strengthen engagement and confidence
--	---

<p>Visits and Visitors:</p> <p>Visits and visitors are used to:</p> <ul style="list-style-type: none"> • deepen understanding of Christmas journeys, beliefs and traditions through first-hand and meaningful experiences • provide opportunities for religious enquiry and investigation • develop curiosity through stories, symbolism and expert knowledge • strengthen understanding of interpretation, meaning and different viewpoints • provide opportunities for discussion, questioning and collaborative learning • develop cultural understanding and appreciation of traditions and celebrations • support vocabulary development and disciplinary understanding through authentic experiences • strengthen confidence, communication and engagement through memorable learning opportunities • create opportunities for pupils to make connections between learning and the wider world • promote belonging and positive learning experiences through engaging and accessible activities <p>Possible visits and visitors may include:</p> <ul style="list-style-type: none"> • visits to local churches and places of worship • virtual tours of significant religious locations and Christmas celebrations around the world • visitors from faith communities discussing Christmas traditions and beliefs • drama and storytelling workshops linked to Christmas stories and themes • music visitors or choir performances linked to Christmas traditions and celebrations • poetry and author workshops linked to Christmas texts and storytelling • immersive Christmas experiences and practical workshops • local educational visits that support cultural understanding and community connections • community visitors sharing traditions, experiences and celebrations from different cultures • seasonal performances, exhibitions or community events linked to Christmas themes 	
--	--

<p>Home Learning:</p> <ul style="list-style-type: none"> • family discussion prompt linked to Christmas journeys, traditions or everyday influences of Christmas values (<i>e.g. kindness, belonging, hope or celebration</i>) • simple creative activity to reinforce retrieval (<i>e.g. create a Christmas journey map, design a Christmas symbol, create a character card for Mary, Joseph or the Wise Men or produce a labelled diagram of a Christmas 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 	<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 Christmas journeys and experiences. Opportunities for discussion should support curiosity, questioning and understanding of beliefs, traditions and the meaning of Christmas.</p> <p>Topics for discussion may include:</p> <ul style="list-style-type: none"> • beliefs, traditions and storytelling • journeys, choices and experiences • hope, belonging and kindness • similarities and differences between Christmas traditions and celebrations
---	---



<ul style="list-style-type: none"> • comparison and observation activity (e.g. compare Christmas traditions across cultures, compare celebrations today and in the past or compare themes across Christmas stories and poems) • vocabulary retrieval activities using key religious and disciplinary vocabulary • research task linked to a reflective or enquiry question (e.g. Why is Christmas important to Christians? How do people celebrate Christmas around the world? or How can journeys change people?) 	<ul style="list-style-type: none"> • symbols and their meaning • viewpoints, interpretation and reflection • questions about why Christmas is important to different people • themes and messages within stories, poems and Christmas texts • how journeys and experiences can influence people and communities
---	--

Assessment opportunities:

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

Assessment Area	Assessment Opportunities within this Unit
Religious knowledge	Retrieval quizzes, story sequencing activities, vocabulary checks and discussion tasks linked to Christmas journeys, beliefs and traditions
Religious enquiry	Observation of questioning, interpretation activities, evidence gathering and enquiry tasks
Reading	Retrieval, inference and interpretation activities linked to poetry, stories, religious texts and non-fiction sources
Writing	Reflective responses, explanations, diary entries, balanced arguments, persuasive writing and extended written outcomes
Vocabulary development	Oral rehearsal, vocabulary retrieval activities, discussion and independent application within written outcomes
Spoken language / Oracy	Discussion, debate, presentations, role-play and explanation of ideas using religious and disciplinary vocabulary
Interpretation and reflection	Story interpretation activities, comparison of viewpoints and justification using evidence
Independence	Observation of independent application, organisation of ideas, selection of strategies and participation in enquiry activities
Final outcome	Christmas Journeys Showcase, presentations or enquiry outcomes demonstrating substantive knowledge and disciplinary understanding
Pupil voice and reflection	Discussion, self-reflection and evaluation of learning, understanding and confidence

Assessment Checkpoints

Teachers monitor whether pupils can:

Knowledge

- identify key beliefs and events linked to Christmas
- recall vocabulary linked to Christianity, symbolism and traditions
- explain why Christmas is important within Christianity

Disciplinary Thinking

- compare beliefs and traditions
- interpret stories and symbolic meaning



- explain ideas using evidence and discussion

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 religious enquiry, reflection and critical thinking skills across learning outcomes
- monitoring pupils' ability to justify interpretations and communicate understanding using evidence
- monitoring understanding of beliefs, symbolism and traditions across learning activities
- monitoring pupils' ability to ask meaningful questions and apply disciplinary thinking
- monitoring engagement, confidence and participation within discussion, storytelling and collaborative enquiry activities
- monitoring independent application of knowledge and skills across outcomes
- monitoring pupils' ability to make connections between beliefs, experiences and wider life
- monitoring development of empathy, reflection and respectful understanding of different viewpoints
- monitoring pupils' ability to reflect respectfully upon different beliefs and worldviews using evidence and discussion

Links to Whole-School Policies

This unit should be delivered in line with:

- Curriculum Policy
- Teaching and Learning Policy
- Reading Policy / Reading Spine
- Behaviour and Relationships Policy
- SEND Policy
- Assessment Policy
- Equality and Accessibility Policy
- PSHE Policy
- Safeguarding Policy





Appendix 1: Year 5-6 National Curriculum Progression Overview

Area	Year 5	Year 6
Reading	Retrieve, infer and justify ideas from increasingly complex texts	Evaluate viewpoints, themes and author choices using evidence across texts
Vocabulary	Apply ambitious subject-specific vocabulary with support	Independently select precise disciplinary vocabulary for purpose
Writing	Write for a range of audiences and purposes using appropriate structures	Sustain and adapt writing independently for different audiences and purposes
Grammar & punctuation	Apply Y5 grammar structures appropriately	Manipulate structures purposefully for effect and precision
Spoken language	Participate in discussion and justify viewpoints	Lead discussion, challenge ideas respectfully and communicate confidently
Historical thinking	Use evidence and chronology to explain events	Evaluate interpretations and analyse reliability of evidence
Scientific enquiry	Plan investigations and identify patterns	Evaluate evidence, justify conclusions and explain variables
Geographical thinking	Use maps and evidence to explain places and environments	Evaluate relationships between people, environments and change
Religious / reflective thinking	Compare beliefs and viewpoints respectfully	Interpret meaning and justify perspectives using evidence
Computing	Select and use digital tools appropriately	Evaluate sources and select technologies purposefully
Creative thinking	Generate ideas and explain choices	Refine, evaluate and justify creative decisions independently
Independence	Select resources with support	Plan, organise and evaluate learning independently

Appendix 2: Year 5-6 Disciplinary Knowledge Progression

Subject Discipline	Year 5 pupils increasingly learn to...	Year 6 pupils increasingly learn to...
Historian	identify evidence, chronology and cause	evaluate interpretations and justify conclusions
Scientist	observe, investigate and identify patterns	evaluate evidence and explain findings critically
Geographer	identify patterns and relationships between places	explain interdependence and evaluate geographical issues



Environmental Investigator	recognise connections within ecosystems	evaluate human impact and sustainability issues
Reflective Thinker	compare beliefs, values and experiences	interpret viewpoints and justify perspectives
Reader	retrieve, infer and discuss themes	evaluate viewpoints and author intent
Writer	organise ideas for purpose and audience	manipulate language and structure deliberately
Artist / Designer	explore and create using techniques	refine and justify artistic decisions
Musician	create and perform using musical elements	evaluate and improve compositions independently
Health Investigator	identify factors affecting wellbeing	evaluate choices and explain impacts on wellbeing
Digital Creator	locate and organise information	evaluate reliability and create purposeful outcomes

Appendix 3 - Reading Spine Progression Across UKS2

Purpose

The Storyybrook Reading Spine is designed to ensure pupils experience a broad and ambitious range of high-quality texts that progressively develop reading fluency, vocabulary, comprehension, disciplinary thinking and understanding of the wider world. Texts are carefully selected to provide emotional safety, opportunities for discussion and increasing challenge whilst maintaining high expectations for all learners.

The Reading Spine supports pupils to:

- develop fluency, stamina and confidence as readers
- encounter increasingly ambitious vocabulary and language structures
- experience a wide range of authors, themes, cultures and perspectives
- strengthen retrieval, inference and interpretation skills
- develop disciplinary reading across subjects
- communicate ideas confidently through discussion and writing
- develop empathy, curiosity and understanding of the wider world
- access increasingly sophisticated texts and ideas in preparation for secondary education

Reading Progression Across UKS2

Area	Year 5	Year 6
Vocabulary development	Understand and apply ambitious vocabulary within discussion and reading	Independently select and apply precise disciplinary and thematic vocabulary
Reading fluency	Read increasingly complex texts with developing confidence and expression	Sustain fluency, expression and stamina across extended texts



Area	Year 5	Year 6
Retrieval	Retrieve information and identify relevant evidence	Select and synthesise evidence across multiple sources
Inference	Infer meaning and justify responses using evidence	Evaluate interpretations and viewpoints critically
Author intent	Identify author choices and themes	Analyse author intent and evaluate impact
Comparison across texts	Compare themes, characters and experiences	Compare viewpoints, themes and interpretations critically
Disciplinary reading	Interpret information within subject contexts	Apply reading skills independently across subjects
Discussion and response	Explain ideas and justify opinions	Lead discussion and communicate increasingly sophisticated responses
Reading for purpose	Recognise how reading supports learning	Apply reading strategically to investigate, evaluate and communicate understanding

Text Progression Across UKS2

Pupils progressively experience:

- increasingly sophisticated narratives
- biographies and significant individuals
- poetry and performance texts
- explanation and information texts
- persuasive and discussion texts
- historical, scientific and geographical source materials
- disciplinary texts linked to wider curriculum learning
- texts presenting different viewpoints and perspectives
- increasingly complex themes including identity, belonging, resilience, responsibility, community and change

Fluency Progression Across UKS2

Fluency approaches are consistently revisited and strengthened through:

- echo reading
- choral reading
- guided reading aloud
- partner reading
- reader's theatre
- storytelling and role-play
- oral rehearsal before writing
- discussion and debate activities
- performance opportunities



Pupils progress from:

supported reading and oral rehearsal
↓
increasing expression and confidence
↓
independent fluency and purposeful communication

Disciplinary Reading Progression Across UKS2

Pupils increasingly learn to:

retrieve → infer → interpret → compare → justify → evaluate → communicate independently

Pupils move from:

- identifying information and themes
- discussing ideas and viewpoints
- interpreting meaning using evidence

Towards:

- evaluating viewpoints and evidence critically
- comparing interpretations across texts and subjects
- independently applying reading skills across the wider curriculum

Impact

By the end of UKS2 pupils demonstrate increasing confidence as readers who can:

- read with fluency, expression and stamina
- interpret increasingly complex texts and ideas
- justify thinking using evidence
- communicate understanding confidently
- apply reading skills across subjects
- use ambitious vocabulary independently
- think critically and reflect thoughtfully
- access secondary curriculum expectations with confidence

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