



Scheme of Work		
Years: 5&6	Title: Easter Reflections	Weeks: 1 week

Rationale

This unit develops pupils’ understanding of Easter, reflection and human experiences through enquiry, interpretation and evidence-based discussion. Pupils explore themes including hope, sacrifice, belonging, change, compassion and renewal through stories, religious narratives and reflective texts. Through carefully sequenced learning experiences, pupils develop substantive religious knowledge alongside disciplinary understanding of how people interpret beliefs, experiences and meaning in different ways.

Learning is designed to encourage curiosity, questioning and ambitious thinking through meaningful contexts and high-quality texts. Pupils investigate how stories communicate deeper meaning, consider how beliefs and experiences influence choices and perspectives, and explore how journeys can shape identity and understanding. Opportunities for interpretation, reflection, empathy and comparison support pupils in developing thoughtful reasoning and confidence in communicating ideas.

The unit uses carefully selected Reading Spine texts including *The Lost Happy Endings*, *The Miraculous Journey of Edward Tulane* and supporting reflective texts to promote disciplinary reading and deepen understanding. These texts provide opportunities to explore resilience, belonging, kindness, hope and human experiences whilst developing vocabulary, fluency and comprehension.

Learning experiences are designed to:

- develop secure knowledge and understanding of Easter themes, beliefs and symbolism
- build interpretation, reflection and evidence-based discussion skills
- develop curiosity through stories, questioning and thoughtful enquiry
- strengthen understanding of religious and disciplinary vocabulary through repeated application
- provide opportunities for retrieval, interpretation and comparison
- develop confidence in communicating ideas through spoken, practical and written outcomes
- create meaningful opportunities for discussion, collaboration and perspective-taking
- encourage pupils to consider how experiences, beliefs and relationships influence choices and actions
- provide opportunities to explore empathy, courage and hope through stories and human experiences
- promote positive attitudes towards diversity, understanding and respectful discussion
- support pupils to make connections across subjects and apply learning in meaningful contexts
- ensure pupils access ambitious learning through adaptive approaches without reducing curriculum expectations

By the end of the unit pupils will understand that beliefs, experiences and stories can shape understanding of ourselves and others and that reflection, hope and compassion can influence the ways people respond to challenges and change.

Curriculum Positioning

This unit is designed as a focused enhancement unit which introduces, revisits and consolidates key knowledge, vocabulary and concepts. Learning is reinforced through wider curriculum provision including reading, PSHE, assemblies, retrieval practice and cross-curricular application opportunities.

Prior Learning Links

- Easter Journeys and Christian beliefs
- symbolism and meaning within religious stories
- comparing beliefs, traditions and viewpoints



- reflection and discussion within RE learning

Retrieval Opportunities

- What do Christians believe about Easter?
- What symbols and meanings have we explored before?
- How can beliefs influence actions and choices?
- Why might people interpret stories and experiences differently?

Final Outcome

- create and justify a personal reflection, interpretation or response to Easter themes through discussion, writing, artwork or presentation using appropriate religious vocabulary and evidence from learning

Adaptive Teaching

This unit applies Storybrook 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 different viewpoints and interpretations of religious stories and beliefs
- justify reflections and interpretations using evidence from texts and discussion

Hook

Pupils enter a classroom transformed into an **Easter Reflection Experience / Journey Through Stories and Symbols** containing:

- mystery reflection boxes containing symbolic objects (keys, stones, feathers, seeds, candles,

Writing Outcomes

By the end of the unit pupils will:

- create labels, captions and annotated diagrams linked to Easter symbols, stories and reflective themes



<p>mirrors, wrapped gifts, hearts, crosses and pathway symbols)</p> <ul style="list-style-type: none"> pathways and footprints leading around the room with reflective questions and quotations images of journeys, bridges, doors, trees, spring changes and significant moments from stories Easter symbols and artefacts displayed alongside question prompts dramatic music and reflective soundscapes hidden story clues and character cards linked to <i>The Lost Happy Endings</i> and <i>The Miraculous Journey of Edward Tulane</i> quotation stations exploring hope, kindness, belonging, courage and change reflection mirrors labelled: <i>"Who helps shape who we become?"</i> <i>"Can difficult journeys change us?"</i> <i>"What gives people hope?"</i> a mystery suitcase labelled: "A Journey Can Change Everything" containing objects linked to themes of loss, belonging, friendship and hope <p>Challenge Question</p> <p>Can journeys, experiences and beliefs change who we become?</p>	<ul style="list-style-type: none"> compose explanation texts describing themes, symbolism and meaning within Easter narratives and supporting texts write comparative responses identifying similarities and differences between characters, beliefs, experiences and viewpoints across texts and stories create diary entries and first-person narratives from the perspective of characters experiencing challenge, change or important journeys write reflective responses linked to themes including hope, belonging, compassion, courage and renewal use evidence from stories, discussion and texts to explain ideas and justify interpretations create letters, poems, presentations or reflective responses linked to journeys, beliefs and human experiences communicate understanding using increasingly precise vocabulary appropriate to audience and purpose <p>Mixed-age challenge (Year 6 depth)</p> <ul style="list-style-type: none"> justify interpretations and viewpoints using evidence from multiple texts and sources adapt writing for different purposes including explanation, reflection, persuasive writing and comparative responses evaluate themes, symbolism and meaning independently using evidence to justify conclusions compare perspectives and experiences critically across stories and beliefs explain how journeys, experiences and beliefs influence characters and viewpoints produce increasingly thoughtful and evidence-informed reflective outcomes
<p>Outcomes</p> <p>By the end of the unit pupils produce:</p> <ul style="list-style-type: none"> an Easter Reflection Showcase shared with adults, peers or visitors demonstrating understanding of themes including hope, belonging, courage, compassion and renewal a written explanation, reflective response, comparative response or persuasive outcome demonstrating understanding of themes, beliefs and symbolism within texts and stories annotated diagrams, visual representations and evidence-informed responses linked to Easter symbols, themes and story interpretation 	<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 explain key themes including hope, belonging, courage, compassion and renewal describe and interpret symbolism within Easter stories and supporting texts compare similarities and differences between characters, experiences, beliefs and viewpoints use stories, discussion and texts to retrieve, interpret and explain information



<ul style="list-style-type: none"> • reflective responses linked to key questions, characters, journeys and experiences explored throughout the unit • a practical or creative outcome linked to learning (e.g. <i>symbolic artwork, reflective journey maps, poetry, memory boxes or collaborative displays</i>) • vocabulary-rich display work demonstrating understanding of key disciplinary and reflective vocabulary • a collaborative presentation, storytelling outcome or discussion-based response communicating ideas and interpretations • digital or creative outcomes where appropriate (e.g. <i>presentations, podcasts, videos or recorded reflections</i>) • written reflections and evaluations linked to themes of hope, change, belonging and personal understanding 	<ul style="list-style-type: none"> • ask thoughtful questions and discuss ideas respectfully using increasingly precise vocabulary • use evidence from stories, discussion and reflection activities to explain ideas and justify interpretations • identify patterns and connections across texts, themes and experiences • record ideas, reflections and responses using appropriate vocabulary and sentence structures • explain how experiences, journeys and beliefs can influence people and perspectives <p>Year 6 extension:</p> <ul style="list-style-type: none"> • explain understanding using increasingly precise reflective and disciplinary vocabulary independently • interpret and evaluate themes, symbolism and viewpoints from multiple texts and sources • justify interpretations and conclusions using evidence from stories, discussion and reflection • identify connections between experiences, beliefs and human understanding • compare and critically evaluate different perspectives independently • explain how journeys, choices and experiences influence characters and viewpoints • make reasoned and thoughtful judgements supported by evidence
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<p>Secure End Point</p> <p>Pupils can:</p> <ul style="list-style-type: none"> • explain why Easter is important within Christianity and describe key beliefs and events linked to Easter • identify similarities and differences between beliefs, traditions and viewpoints • interpret stories, symbols and experiences to explain meaning and make connections • use evidence from discussion, texts and learning experiences to justify ideas and reflections • communicate understanding using increasingly precise religious vocabulary through spoken, practical and written outcomes 	
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<p>Common Misconceptions</p> <p>Pupils may think:</p> <ul style="list-style-type: none"> • stories only have one correct meaning or interpretation rather than different people understanding stories in different ways • symbols only represent physical objects rather than communicating ideas, beliefs and meaning • journeys only involve travelling from one place to another rather than including emotional, personal or spiritual experiences 	<p>Sticky Knowledge (Non-negotiable Learning)</p> <p>By the end of this unit pupils will know:</p> <ul style="list-style-type: none"> • stories can communicate important ideas, values and themes beyond the events that happen within them • journeys can be physical, emotional, personal or spiritual and experiences can influence people in different ways
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<ul style="list-style-type: none"> • everyone experiences hope, change and challenge in the same way • all people hold the same beliefs or celebrate Easter in the same way • Easter is only about celebrations and traditions rather than also representing beliefs, reflection and themes of hope and renewal • characters within stories always make simple choices between right and wrong rather than experiencing complex feelings and challenges • people who experience difficult journeys always respond in the same way • beliefs automatically determine people's actions rather than experiences, relationships and choices also influencing behaviour • different viewpoints mean one person must be right and another wrong rather than perspectives being shaped by experiences and understanding • stories are fictional and therefore cannot help people understand real emotions, experiences or ideas • kindness, courage and compassion always look the same in different situations • people interpret stories, experiences and symbols in exactly the same way • reflection means finding one correct answer rather than thinking deeply, asking questions and considering different ideas 	<ul style="list-style-type: none"> • Easter is important for Christians and is associated with themes including hope, sacrifice, renewal and new beginnings • symbols can represent ideas, beliefs and meanings rather than only physical objects • people may interpret stories, experiences and symbols in different ways • beliefs and experiences can influence people's choices, actions and perspectives • characters may respond differently to challenge, change and difficult experiences • stories and texts can help people understand emotions, experiences and viewpoints • reflection involves thinking deeply, asking questions and considering different ideas rather than finding one correct answer • similarities and differences can exist across beliefs, experiences and viewpoints • evidence from stories, discussion and texts can be used to explain ideas and justify interpretations • empathy involves trying to understand the thoughts, feelings and experiences of others • vocabulary supports accurate discussion, explanation and interpretation of ideas • hope, compassion, courage and belonging can be shown in different ways across stories and human experiences
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<p>Retrieval Opportunities</p> <p>Day 1 - Journeys, Hope and Reflection</p> <p>Prior knowledge discussion linked to previously studied stories, beliefs, personal experiences and themes of belonging, hope and change; discuss existing knowledge and misconceptions about journeys, symbols and reflection.</p> <p>Day 2 - Stories and Meaning</p> <p>Recall key vocabulary linked to journeys, symbolism, belonging and interpretation through discussion, oral rehearsal and text exploration.</p> <p>Day 3 - Easter Themes and Symbolism</p> <p>Retrieve and apply understanding linked to Easter themes including hope, renewal, compassion and sacrifice through discussion, images and storytelling activities.</p> <p>Day 4 - Perspectives and Experiences</p> <p>Retrieve and apply learning linked to characters, beliefs and experiences through comparison, discussion and interpretation activities.</p> <p>Day 5 - Reflection and Personal Understanding</p>



Explain and communicate learning about journeys, beliefs and themes using key vocabulary, evidence and reflective outcomes.

Retrieval methods used throughout the unit:

- vocabulary retrieval
- retrieval grids
- discussion prompts
- sequencing activities
- picture and symbol retrieval tasks
- oral rehearsal and low-stakes quizzes
- quick-fire recall questions
- partner discussion and talk activities
- storytelling and role-play activities
- retrieval linked to texts, quotations and visual evidence
- reflective and enquiry questions
- revisit prior learning through collaborative discussion and practical activities
- compare and justify activities linked to themes, beliefs and viewpoints

Prior Learning

Pupils may already:

Reading

- retrieve information from fiction, non-fiction and reflective texts
- identify key information from stories, images and information sources
- discuss themes, characters, viewpoints and key ideas within texts
- make predictions and inferences using evidence from texts
- explain ideas using evidence from reading and discussion
- discuss similarities and differences between experiences, characters and viewpoints

Reading Retrieval Opportunities

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

Writing

- orally rehearse ideas before recording them
- write descriptions, explanations and reflective responses
- 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

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

- discuss stories, beliefs and experiences from different cultures and traditions
- recognise similarities and differences between people, communities and viewpoints
- reflect upon belonging, relationships and identity
- recognise that beliefs and experiences can influence people's choices and actions
- ask questions and investigate ideas through discussion and enquiry
- recognise that stories can communicate important ideas and themes
- discuss emotions, experiences and perspectives respectfully
- record and organise ideas using diagrams, notes and reflective activities

Spelling

Pupils apply:

- spelling patterns and rules taught through the school spelling programme and English curriculum
- previously taught Year 5 and Year 6 statutory spelling expectations
- prefixes and suffixes taught previously
- topic vocabulary linked to reflection, stories and beliefs
- increasingly ambitious vocabulary within written outcomes

Building on Prior Learning

Pupils build upon previous experiences of storytelling, reflection and discussion developed through English, PSHE, Religious Education and wider curriculum learning. Prior understanding of relationships, belonging, beliefs and personal experiences supports pupils in interpreting stories, exploring perspectives and making thoughtful connections between texts and human experiences. Pupils also build upon previous experiences of storytelling, relationships, belonging and reflective thinking developed through earlier Storybrook units. Learning now extends towards deeper interpretation of symbolism, evaluation of viewpoints and increasingly independent justification of ideas.

Pupils may already:

- use evidence from stories and discussion to explain ideas
- recognise that experiences and viewpoints may differ
- identify themes and messages within stories and texts
- discuss thoughts, feelings and experiences respectfully

Future learning prepares pupils to:

- interpret increasingly complex themes and symbolism independently
- compare different beliefs, viewpoints and experiences critically
- justify interpretations and ideas using evidence confidently
- develop thoughtful discussion and respectful debate skills



- apply reflective thinking across the wider curriculum and everyday experiences

Spelling

Pupils apply:

- Year 5 and Year 6 statutory spelling expectations
- previously taught spelling patterns and rules with increasing independence and accuracy
- prefixes and suffixes linked to meaning and vocabulary development including **re-, mis-, over-, under-, dis-, im-, in- and inter-** where appropriate
- words ending **-ible/-able** and **-ibly/-ably**
- words ending **-tion, -sion, -ssion and -cian**
- words containing silent letters and less predictable spelling patterns
- ambitious vocabulary linked to reflection, beliefs, journeys and human experiences
- accurate spelling of increasingly complex disciplinary and thematic vocabulary within written outcomes

Spelling application opportunities throughout the unit:

- vocabulary pre-teaching and oral rehearsal
- explicit morphology and word meaning exploration
- etymology links (*exploring origins and meanings of words where appropriate*)
- retrieval and application of previously taught statutory words
- sentence-level application within reflective and comparative writing
- editing and proofreading activities
- independent application within extended writing outcomes
- exploration of thematic vocabulary linked to journeys, beliefs and reflection (*e.g. compassion, interpretation, perspective, belonging, resilience, symbolism, empathy, transformation, renewal*)
- discussion of prefixes, suffixes and root words to support meaning and understanding

Grammar and Punctuation Focus

Pupils develop:

- use of expanded noun phrases to add detail, atmosphere and precision
- use of relative clauses beginning with **who, which, where, when, whose** or **that**
- use of modal verbs to indicate possibility, certainty and reflection (*could, would, should, might, must*)
- use of adverbials and fronted adverbials to develop cohesion and sequence within reflective and comparative writing
- use of parenthesis through brackets, commas and dashes to add information and explanation
- use of commas to clarify meaning and avoid ambiguity
- use of cohesive devices within and across paragraphs (*for example: however, therefore, meanwhile, consequently, in contrast, similarly, alternatively*)
- use of organisational devices including headings, subheadings and bullet points where appropriate
- use of direct and reported speech where appropriate to explore thoughts, viewpoints and experiences
- use of active and passive voice to change emphasis and effect within explanations and reflective responses
- 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 punctuation including commas, apostrophes, brackets, dashes, colons and semi-colons accurately within writing

Mixed-age challenge (Year 6 depth):

- select and manipulate grammatical structures deliberately to create clarity, atmosphere and effect
- use active and passive voice purposefully according to audience and purpose
- use formal language and increasingly precise disciplinary vocabulary consistently within reflective and comparative writing



	<ul style="list-style-type: none"> • use a wider range of cohesive devices to link ideas within and across paragraphs • sustain control of sentence structure and punctuation across extended writing • use parenthesis, colons, semi-colons and dashes accurately and independently • adapt sentence structures appropriately across reflective responses, explanations, comparative writing and persuasive outcomes • edit and refine grammar and punctuation independently to improve precision and effectiveness
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<p>Computing Integration</p> <p>Pupils learn to:</p> <ul style="list-style-type: none"> • use search technologies effectively to locate information linked to Easter themes, stories, beliefs and reflective texts • select and retrieve information from a range of digital sources • recognise that information found online may vary in reliability, accuracy and viewpoint • compare and evaluate information from different sources and identify evidence to support ideas and interpretations • use digital tools to organise and present learning linked to journeys, symbolism and themes explored throughout the unit • create digital presentations, reflective journals, story maps, visual responses or reports linked to Easter themes and texts • use multimedia elements such as images, audio, quotations and text to communicate understanding and interpretation • 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 recognising that people may interpret information differently • record, organise and present ideas using digital tools where appropriate • use digital images, story sequences and visual representations to support understanding of themes and symbolism • communicate and collaborate appropriately through digital activities where relevant <p>Computational Thinking and Digital Creation</p> <ul style="list-style-type: none"> • create and communicate digital outcomes that present ideas, interpretations and viewpoints effectively 	
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<p>Independence</p> <p>Pupils move from:</p> <ul style="list-style-type: none"> • identifying simple information from stories, texts and discussion with adult support • using reflective and disciplinary vocabulary with prompts and scaffolds • recording ideas through supported discussion and structured activities • asking simple questions about stories, themes and experiences 	<p>Thinking</p> <p>This unit develops:</p> <ul style="list-style-type: none"> • interpretation and reflective thinking skills • empathy and perspective-taking through stories, characters and experiences • comparison and connection-making between stories, beliefs and human experiences • reasoning and justification using evidence from texts and discussion
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<ul style="list-style-type: none"> identifying feelings, viewpoints and meanings with adult guidance relying on models, sentence stems and visual prompts to organise ideas participating in collaborative activities with adult support <p>To:</p> <ul style="list-style-type: none"> independently retrieving and selecting relevant information from stories, texts and reflective activities using increasingly precise disciplinary and thematic vocabulary independently asking thoughtful questions and exploring ideas with increasing confidence interpreting themes, symbolism and viewpoints using evidence and discussion 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 <p>By the end of the unit pupils can:</p> <ul style="list-style-type: none"> independently retrieve and apply learning from stories, discussion and prior experiences communicate understanding using reflective and disciplinary vocabulary accurately and appropriately ask and answer thoughtful questions using evidence to justify thinking organise ideas into coherent spoken and written outcomes with increasing independence interpret and discuss themes, viewpoints and experiences with growing confidence make comparisons and identify connections between stories, beliefs and human experiences select appropriate strategies and resources to support learning independently reflect on learning and explain understanding with increasing confidence and accuracy use evidence from texts, discussion and reflection to explain ideas and justify interpretations 	<ul style="list-style-type: none"> questioning, discussion and thoughtful reflection critical thinking through analysis of themes, viewpoints and symbolism communication and explanation using increasingly precise disciplinary and reflective vocabulary curiosity, independence and thoughtful enquiry understanding of how experiences, journeys and beliefs can influence people and perspectives creativity through storytelling, reflection and response opportunities <p>Cognitive Progression</p> <p>Pupils progress from:</p> <ul style="list-style-type: none"> identifying and recalling simple ideas and themes within stories and experiences asking and answering straightforward questions recognising similarities and differences between characters, viewpoints and experiences identifying emotions, messages and simple meanings within stories explaining ideas with adult support <p>Towards:</p> <ul style="list-style-type: none"> asking thoughtful and increasingly complex questions independently interpreting themes, symbolism and identifying important information making connections between stories, beliefs, experiences and human understanding comparing viewpoints and considering different interpretations justifying ideas and conclusions using evidence from texts and discussion evaluating the reliability and usefulness of evidence and viewpoints where appropriate applying prior learning and experiences to new contexts and reflective discussions communicating increasingly sophisticated explanations and interpretations using evidence and reflection to support thoughtful decision-making and understanding
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Lead Subjects National Curriculum Links

Religious Education / Personal Development

Pupils learn to:



- explore and discuss beliefs, values and experiences respectfully
- understand that stories, symbols and traditions can communicate meaning
- recognise similarities and differences between beliefs, viewpoints and experiences
- reflect thoughtfully on themes including hope, belonging, compassion and renewal
- ask questions and consider different interpretations and perspectives

Year 5:

- identify themes and symbolism within stories and reflective texts
- explain similarities and differences between experiences, viewpoints and beliefs
- use evidence from stories and discussion to explain ideas
- reflect upon themes of belonging, courage and change

Year 6 extension:

- evaluate interpretations and viewpoints independently
- justify reflections and conclusions using evidence from multiple texts and discussions
- explain how beliefs, experiences and perspectives influence understanding
- analyse how themes and symbolism can communicate different meanings

Disciplinary Knowledge:

Pupils learn to think as reflective learners by:

- asking thoughtful questions
- interpreting stories and symbols
- comparing viewpoints and experiences
- recognising themes and meaning
- reflecting upon ideas and experiences
- using evidence to justify conclusions and interpretations

Secure End Point:

By the end of the unit pupils can:

- explain themes including hope, belonging, compassion and renewal
- interpret symbolism and meaning within stories and texts
- compare experiences, beliefs and viewpoints thoughtfully
- justify interpretations and reflections using evidence from texts and discussion
- apply understanding of reflection, empathy and perspective-taking to wider experiences and future learning

English

Pupils learn to:

- read and discuss a broad range of fiction, non-fiction and reflective 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 reflective, explanatory and comparative responses



- discuss themes, ideas and author choices within texts

Year 6 extension:

- evaluate author choices and viewpoints independently
- sustain writing for different audiences and purposes
- 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 and meaning
- 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 outcomes for different audiences and purposes

Genre Coverage

Genre	Coverage
Narrative	Writing diary entries and first-person narratives from the perspective of characters experiencing journeys, challenge or change
Reflection	Writing reflective responses linked to hope, belonging, courage and renewal
Explanation	Writing explanations linked to symbolism, themes and meaning
Comparison	Writing comparative responses exploring viewpoints, experiences and beliefs
Persuasion	Writing persuasive responses linked to themes, choices and moral questions
Spoken presentation	Participating in discussion circles, storytelling, debate and reflection showcase presentations

Music

Pupils learn to:

- listen with attention to detail and recall sounds with increasing understanding
- explore how music communicates mood, meaning and emotion
- perform, listen to, review and evaluate music across a range of traditions and styles
- use voices and instruments expressively and creatively
- communicate ideas, experiences and themes through musical responses and performance



Year 5:

- identify how musical elements (*tempo, dynamics, pitch and rhythm*) can create mood and meaning
- respond thoughtfully to music and explain ideas and feelings
- explore how music can support storytelling and reflection
- perform and create simple musical responses linked to themes and experiences

Year 6 extension:

- evaluate how musical choices communicate meaning and emotional effect
- justify opinions and interpretations using increasingly precise musical vocabulary
- compare musical responses and identify similarities and differences in purpose and effect
- create increasingly sophisticated musical responses linked to themes and experiences
- explain how combinations of musical elements influence mood and interpretation
- evaluate how music communicates meaning differently across traditions and contexts

Disciplinary Knowledge:

Pupils learn to think as musicians by:

- listening carefully
- responding and interpreting
- exploring mood and meaning
- creating and performing
- evaluating and refining ideas
- communicating experiences and emotions through music

Musical Understanding and Performance

- create and communicate themes, mood and meaning through musical choices and performance

Secure End Point:

By the end of the unit pupils can:

- explain how music can communicate mood, meaning and emotion
- identify how musical elements contribute to atmosphere and storytelling
- create and perform simple musical responses linked to themes of hope, belonging and reflection
- communicate ideas and interpretations using appropriate musical vocabulary
- reflect upon how music can support understanding of experiences and emotions

Application Subjects

Subject: PSHE / Personal Development

National Curriculum Links

Pupils learn to:

- recognise and discuss similarities and differences between people and experiences
- develop understanding of relationships, identity and belonging
- discuss emotions, challenges and experiences respectfully
- reflect upon values, choices and personal experiences
- develop empathy and understanding of different viewpoints



Year 5

- reflect upon experiences, choices and emotions within stories and discussion
- discuss similarities and differences between experiences and perspectives
- recognise how relationships and experiences influence thoughts and actions
- communicate ideas respectfully within collaborative discussion

Year 6 Extension

- evaluate different perspectives and viewpoints independently
- justify ideas and reflections thoughtfully using evidence
- explain how experiences and relationships influence identity and understanding
- make increasingly thoughtful connections between themes and wider life experiences

Disciplinary Knowledge

Pupils work as reflective learners by:

- discussing experiences
- recognising emotions and viewpoints
- comparing perspectives
- reflecting thoughtfully
- communicating ideas respectfully
- considering different viewpoints

Disciplinary Progression

recognise → discuss → compare → reflect → justify → evaluate

Secure End Point

Pupils independently reflect upon experiences and viewpoints whilst communicating ideas respectfully and thoughtfully.

Subject: Computing

National Curriculum Links

Pupils learn to:

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

Year 5

- use digital tools to research Easter traditions, themes and stories
- create presentations and reflective digital outcomes
- communicate ideas using technology
- use technology safely and appropriately

Year 6 Extension



- select appropriate digital tools independently
- organise and present information clearly for an audience
- evaluate reliability and usefulness of online information
- 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 research, create and communicate purposeful outcomes linked to themes and reflection.

Subject: Art and Design

National Curriculum Links

Pupils learn to:

- create sketchbooks to record observations and develop ideas
- improve mastery of art and design techniques
- investigate and evaluate creative work
- use a range of materials creatively to communicate ideas and meaning
- develop understanding of symbolism and visual representation

Year 5

- explore colour, pattern, symbolism and imagery linked to stories and themes
- create artwork inspired by hope, journeys and reflection
- discuss artistic choices and techniques
- communicate meaning through visual outcomes

Year 6 Extension

- compare artistic approaches and symbolism independently
- explain artistic decisions using appropriate vocabulary
- evaluate and refine outcomes thoughtfully
- create increasingly detailed and purposeful outcomes

Disciplinary Knowledge



Pupils work as artists by:

- observing
- exploring
- designing
- creating
- evaluating
- improving

Disciplinary Progression

observe → explore → plan → create → evaluate → improve

Secure End Point

Pupils independently communicate themes, ideas and reflections through purposeful creative outcomes.

Subject: Design Technology

National Curriculum links

Pupils learn to:

- generate, develop and communicate ideas through discussion, sketches and annotated designs
- select and use tools, materials and equipment accurately
- investigate and evaluate existing products
- apply understanding of structures, mechanisms and functional design where appropriate
- evaluate and improve products against design criteria

Year 5

- design products communicating symbolism and meaning
- select materials to achieve intended effect
- evaluate how products communicate ideas

Year 6 Extension

- adapt designs following feedback
- justify creative and technical decisions independently

Disciplinary progression

investigate → design → make → test → evaluate → improve

Secure end point

Pupils independently create products that communicate themes and meaning effectively.

Subject: Spoken Language / Drama

National Curriculum Links

Pupils learn to:



- participate in discussion, presentations and debate
- use spoken language to explore ideas and communicate understanding
- perform and present confidently for different audiences
- justify opinions and respond appropriately to others

Year 5

- participate in storytelling and role-play activities
- discuss viewpoints and experiences thoughtfully
- communicate ideas confidently within discussion and performance
- use evidence to support ideas

Year 6 Extension

- adapt spoken language appropriately for audience and purpose
- justify viewpoints using evidence independently
- evaluate and respond thoughtfully to different perspectives
- sustain increasingly sophisticated discussion and performance outcomes

Disciplinary Knowledge

Pupils work as speakers and performers by:

- listening carefully
- discussing ideas
- exploring viewpoints
- presenting information
- responding thoughtfully
- evaluating effectiveness

Disciplinary Progression

listen → discuss → explore → present → justify → evaluate

Secure End Point

Pupils independently communicate ideas, reflections and viewpoints confidently through discussion and performance.

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, vocabulary and author choices
- comparison of ideas, viewpoints and experiences across texts
- disciplinary reading skills through reflective texts, stories, symbolism and information sources
- confidence in discussing and justifying opinions using evidence

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 from texts and discussion to support explanations and ideas
- drafting, editing and improving writing independently

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

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 reflective texts confidently



- interpret themes, symbolism, viewpoints 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
- communicate thoughtful interpretations and reflections accurately through explanation, discussion and evidence-based reasoning

Curriculum Progression and National Curriculum Links

Lead Subject: Religious Education / Personal Development

National Curriculum Links

Pupils learn to:

- explore and discuss beliefs, values and experiences respectfully
- understand that stories, symbols and traditions can communicate meaning
- recognise similarities and differences between beliefs, viewpoints and experiences
- reflect thoughtfully on themes including hope, belonging, compassion and renewal
- ask questions and consider different interpretations and perspectives

Year 5

- identify themes and symbolism within stories and reflective texts
- explain similarities and differences between experiences, viewpoints and beliefs
- use evidence from stories and discussion to explain ideas
- reflect upon themes of belonging, courage and change

Year 6 Extension

- evaluate interpretations and viewpoints independently
- justify reflections and conclusions using evidence from multiple texts and discussions
- explain how beliefs, experiences and perspectives influence understanding
- analyse how themes and symbolism can communicate different meanings

Curriculum Progression

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

Secure End Point

Pupils independently interpret themes, beliefs and experiences and justify thoughtful reflections using evidence from stories and discussion.

Lead Subject: English

National Curriculum Links

Pupils learn to:

- read and discuss a broad range of fiction, non-fiction and reflective texts



- retrieve, record and present information from reading
- 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 reflective responses, narratives 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 confidently using evidence

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: Music

National Curriculum Links

Pupils learn to:

- play and perform in solo and ensemble contexts using voice and instruments
- improvise and compose music for different purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand musical elements including pitch, duration, dynamics, tempo, timbre, texture and structure
- appreciate and understand a range of musical traditions and styles
- communicate themes, ideas and emotions through music and performance

Year 5

- identify how musical elements can create mood, atmosphere and meaning
- explore rhythm, tempo and dynamics linked to journeys, emotions and storytelling
- use voice, percussion and instruments to communicate themes including hope, belonging and reflection
- discuss how music can influence feelings and responses

Year 6 Extension

- evaluate how musical choices influence mood and meaning independently
- justify musical decisions using increasingly precise musical vocabulary
- compare and evaluate different musical responses and interpretations
- create increasingly purposeful and expressive compositions and performances
- explain how combinations of musical elements influence mood and interpretation



- evaluate how music communicates meaning differently across traditions and contexts

Curriculum Progression

listen → explore → create → perform → reflect → evaluate

Secure End Point

Pupils independently use musical elements and performance to communicate themes, emotions and interpretations whilst confidently explaining and evaluating musical choices.

Application Subject Progression and National Curriculum Links

Subject: PSHE / Personal Development

National Curriculum Links

Pupils learn to:

- recognise and discuss similarities and differences between people and experiences
- develop understanding of relationships, identity and belonging
- discuss emotions, challenges and experiences respectfully
- reflect upon values, choices and experiences
- develop empathy and understanding of different viewpoints

Year 5

- reflect upon experiences, emotions and relationships within stories and discussion
- discuss similarities and differences between viewpoints and experiences
- recognise how experiences influence actions and choices
- communicate ideas respectfully within collaborative discussion

Year 6 Extension

- evaluate different perspectives independently
- justify ideas and reflections thoughtfully using evidence
- explain how experiences and relationships influence understanding
- make increasingly thoughtful connections between themes and wider experiences

Disciplinary Knowledge

Pupils work as reflective learners by:

- recognising emotions and experiences
- discussing ideas
- comparing viewpoints
- reflecting thoughtfully
- communicating respectfully
- considering different perspectives

Disciplinary Progression

recognise → discuss → compare → reflect → justify → evaluate

Secure End Point



Pupils independently reflect upon experiences and viewpoints whilst communicating ideas respectfully and thoughtfully.

Subject: Computing

National Curriculum Links

Pupils learn to:

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

Year 5

- use digital tools to research Easter themes, traditions and stories
- organise and present ideas digitally
- create purposeful presentations and reflective outcomes
- communicate ideas appropriately using technology

Year 6 Extension

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

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 research, create and communicate purposeful outcomes linked to themes, reflection and understanding.

Subject: Art and Design

National Curriculum Links

Pupils learn to:

- create sketchbooks to record observations and develop ideas



- improve mastery of art and design techniques
- investigate and evaluate creative work
- generate and communicate ideas through visual outcomes
- select and use appropriate materials and techniques creatively

Year 5

- explore colour, symbolism, pattern and imagery linked to journeys and reflection
- generate ideas through sketches and planning
- create outcomes inspired by themes of hope, belonging and change
- discuss artistic choices and techniques

Year 6 Extension

- evaluate artistic techniques and symbolic choices independently
- justify decisions using increasingly precise artistic vocabulary
- refine and improve designs following evaluation
- create increasingly detailed and purposeful outcomes

Disciplinary Knowledge

Pupils work as artists by:

- observing
- exploring
- planning
- creating
- evaluating
- improving

Disciplinary Progression

observe → explore → plan → create → evaluate → improve

Secure End Point

Pupils independently apply artistic skills and symbolism to communicate themes, reflection and meaning through purposeful outcomes.

Cross-curricular links

Subject	Cross-curricular links within this unit
English	Reading stories, reflective texts and information sources linked to journeys, hope, belonging and Easter themes; writing reflective responses, explanations, diary entries, comparative responses and persuasive outcomes
Music	Exploring how rhythm, tempo, dynamics and musical elements communicate emotion, atmosphere and meaning; creating musical responses linked to journeys, hope and reflection; listening and responding to music thoughtfully



Computing	Researching Easter themes, traditions and stories using digital tools; creating presentations, reflective journals and digital outcomes; evaluating online information and source reliability
Art and Design	Exploring symbolism, colour, imagery, texture and pattern through reflective themes; creating artwork inspired by journeys, hope, belonging and renewal
PSHE / Personal Development	Exploring identity, relationships, belonging, empathy and resilience; discussing emotions, experiences and viewpoints; reflecting on values, choices and personal experiences
Geography	Exploring journeys and movement across places and communities; considering how environments, locations and experiences can shape people's lives and stories
Spoken Language / Oracy	Participating in discussion circles, presentations, storytelling, debate and collaborative reflection activities; justifying opinions and communicating ideas clearly
Reading Across the Curriculum	Developing disciplinary reading skills through stories, reflective texts, biographies, quotations, visual texts and non-fiction materials linked to themes of hope, journeys and human experiences

Substantive Knowledge Sequence

Day	Substantive Knowledge Sequence
Day 1 - Journeys and Experiences	Pupils learn that journeys can be physical, emotional, personal or spiritual, experiences can influence people in different ways, stories often communicate important ideas and themes and reflective vocabulary helps us discuss experiences and understanding accurately.
Day 2 - Stories, Symbols and Meaning	Pupils learn that stories and symbols can communicate ideas and meaning beyond literal events, symbols can represent beliefs and experiences and people may interpret stories and symbols differently.
Day 3 - Easter Themes and Beliefs	Pupils learn that Easter is important for Christians, themes including hope, sacrifice, compassion and renewal are associated with Easter and stories and traditions can help people communicate beliefs and values.
Day 4 - Perspectives and Interpretation	Pupils learn that different people can experience and interpret situations differently, beliefs and experiences may influence viewpoints and evidence from stories and discussion can support interpretations and understanding.
Day 5 - Reflection and Enquiry Outcome	Pupils learn that reflection involves thinking deeply about experiences, ideas and meaning, evidence can support explanations and viewpoints and thoughtful questions and discussion can help develop understanding of ourselves and others.

National Curriculum Coverage Audit

Subject	National Curriculum Coverage within this Unit
Religious Education / Personal Development	explore and discuss beliefs, values and experiences respectfully; recognise similarities and differences between beliefs and viewpoints; reflect upon themes including hope, belonging, compassion and renewal; ask questions and consider different perspectives and interpretations
English	develop positive attitudes to reading and understanding increasingly challenging texts; discuss words and phrases that capture meaning; identify themes 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
Music	play and perform in solo and ensemble contexts; improvise and compose for different purposes; listen with attention to detail and recall sounds with increasing understanding; use musical dimensions including tempo, dynamics, pitch and rhythm purposefully; evaluate and discuss musical responses and performances
Art and Design	create sketchbooks to record observations and develop ideas; improve mastery of artistic techniques; use colour, symbolism, pattern and visual elements purposefully; evaluate and discuss creative work and outcomes



Computing	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
PSHE / Personal Development	develop self-awareness and emotional understanding; build positive relationships and communication skills; develop empathy, resilience and reflective thinking; consider different viewpoints and experiences; explore identity, belonging and values
Geography	explore journeys, places and environments where appropriate; identify how locations and experiences can influence people and communities; use maps, atlases and digital resources where relevant
Spoken Language / Oracy	participate in discussions, storytelling, presentations and debate; justify opinions using evidence; ask thoughtful questions and communicate ideas clearly
Reading Across the Curriculum	develop disciplinary reading skills through stories, reflective texts, quotations, biographies, visual texts and non-fiction sources linked to journeys, hope and human experiences

<p>Reading Spine</p> <p>Anchor Texts:</p> <ul style="list-style-type: none"> • The Lost Happy Endings • The Miraculous Journey of Edward Tulane <p>Supporting texts / recommended reads:</p> <ul style="list-style-type: none"> • The Tale of Three Trees • The Lost Words • The Boy at the Back of the Class • Just Like Me 	<p>Reading Focus</p> <ul style="list-style-type: none"> • interpretation of stories, themes and symbolism • evidence and viewpoint evaluation • reflective and narrative texts • comparison of experiences, beliefs and perspectives • disciplinary reading as reflective thinkers • inference from stories, characters and experiences • ambitious reflective and disciplinary vocabulary • author viewpoint and purpose • interpreting imagery, symbolism and visual representations • using evidence from texts to explain and justify ideas • comparing information and viewpoints across multiple texts and sources • identifying how journeys, experiences and beliefs can influence understanding and change over time
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<p>Disciplinary Reading Opportunities</p> <ul style="list-style-type: none"> • reflective and narrative texts • stories exploring journeys, hope, belonging and change • biographies and stories of significant individuals and experiences • visual texts, images, symbols and quotations • reflective questions and discussion prompts • explanation and comparative texts • different viewpoints and personal experiences • stories and texts exploring themes, values and beliefs <p>Genre Coverage</p>



Genre	Coverage
Narrative	Exploring stories, journeys and first-person perspectives linked to experiences, belonging and change
Information texts	Reading non-fiction texts, fact files and information sources linked to Easter themes, traditions and experiences
Explanation texts	Understanding and creating texts explaining themes, symbolism and meaning
Persuasive texts	Exploring and creating persuasive responses linked to themes, choices and reflective questions
Balanced argument / Discussion texts	Considering different perspectives and evaluating questions such as <i>Can journeys change who we become?</i>
Biography	Reading biographies and stories of significant individuals, experiences and inspirational figures
Poetry	Exploring reflective poetry and expressive language linked to journeys, hope and belonging
Reflective / Disciplinary reading	Interpreting stories, symbolism, quotations and viewpoints to support reflection and understanding
Spoken presentation	Discussion circles, storytelling, debate, presentations and reflection showcase activities

Reading Progression Audit

Area	Progression within this Unit
Vocabulary development	Pupils progress from understanding familiar reflective vocabulary to independently applying increasingly ambitious disciplinary language including <i>symbolism, interpretation, perspective, compassion, belonging, empathy</i> and <i>renewal</i>
Fluency and stamina	Pupils develop increasing fluency and confidence when reading longer and more complex reflective texts, stories and information sources; sustained reading opportunities support increasing reading stamina
Retrieval	Pupils progress from locating explicit information to independently retrieving and selecting relevant evidence from a range of texts and experiences
Inference	Pupils progress from making simple inferences to justifying ideas and interpretations using evidence from texts and discussion
Author intent and viewpoint	Pupils develop understanding that texts and stories may present different viewpoints and perspectives and begin to evaluate author choices



Reflective disciplinary reading	Pupils work increasingly as reflective thinkers by interpreting themes, symbolism and experiences to construct understanding
Comparison across texts	Pupils compare themes, viewpoints and experiences across stories and reflective texts
Discussion and response	Pupils progress from supported responses to independently discussing, questioning and justifying opinions using evidence
Reading across genres	Pupils access increasingly varied genres including narratives, biographies, information texts, reflective texts and source materials
Reading for purpose	Pupils increasingly understand that reading supports reflection, empathy and understanding across the wider curriculum

Reading Spine Links

Reading Spine Unit: Easter Reflections (UKS2)

Reading focus areas:

- interpretation of themes and symbolism
- journeys, belonging and change
- retrieval and interpretation from stories and reflective texts
- comparison of viewpoints and experiences
- ambitious reflective and disciplinary vocabulary
- discussion, questioning and thoughtful reasoning

Fluency approaches:

- reader’s theatre
- performance reading
- oral rehearsal before writing
- guided group reading aloud
- choral reading of quotations and reflective texts
- echo reading for key vocabulary
- storytelling and role-play
- debate and collaborative discussion
- partner explanation and discussion

Retrieval focus:

- recalling key vocabulary and themes
- retrieving information from stories and reflective texts
- identifying evidence from quotations, images and discussion
- using evidence to explain ideas and interpretations
- comparing experiences, themes and viewpoints

Reading Spine Impact

The Reading Spine is intentionally designed to ensure pupils experience:



- reflective texts, narratives and biographies
- increasingly ambitious disciplinary and reflective vocabulary
- opportunities for retrieval, inference and interpretation
- discussion-based learning and perspective-taking opportunities
- opportunities to compare viewpoints and justify ideas using evidence
- increasingly sophisticated reading, discussion and critical thinking skills
- meaningful opportunities to develop fluency, comprehension and reflective 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:

journey, story, change, hope, belief, friend, kindness, courage, choice, feelings

Tier 2:

belonging, compassion, reflection, perspective, symbolism, empathy, experience, interpretation, renewal, influence

Tier 3:

significance, viewpoint, resilience, transformation, sacrifice, interpretation, tradition, identity, symbolism, worldview, perspective, compassion, renewal, pilgrimage, spiritual

Oracy & Fluency

- echo reading for reflective and disciplinary vocabulary
- paired reading
- oral storytelling linked to journeys, experiences, beliefs and themes of hope and belonging
- performance reading
- discussion circles
- reader’s theatre
- storytelling and role-play (*e.g. traveller, storyteller, character, philosopher, reflective thinker, guide, presenter or narrator*)
- guided group reading aloud
- partner explanation and evidence talk
- questioning and reflective enquiry discussion
- collaborative interpretation of stories, quotations, symbols, images and viewpoints
- explanation and justification using evidence from texts and discussion
- debate and persuasive discussion (*e.g. Can journeys change who we become?, Does hope help people overcome challenges?*)
- presentation and reflection showcase activities
- oral rehearsal before writing and discussion tasks

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

Reading experiences are designed to:

- build curiosity through stories, journeys, reflection and meaningful human experiences
- provide opportunities for repeated reading and oral rehearsal to strengthen fluency and confidence
- use images, symbols, quotations, story maps and visual prompts to support understanding
- encourage discussion and exploration before recording ideas
- strengthen comprehension through retrieval, prediction, inference and interpretation of themes and experiences



	<ul style="list-style-type: none"> • 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 discussion and collaborative learning • develop empathy, critical thinking and understanding through carefully selected texts and reflective themes • support executive functioning through chunked information, explicit modelling and predictable learning routines • develop confidence in using ambitious disciplinary and reflective vocabulary through repeated exposure and purposeful application
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<p>Visits and Visitors</p> <p>Visits and visitors are used to:</p> <ul style="list-style-type: none"> • deepen understanding of journeys, stories, beliefs and reflective themes through first-hand and meaningful experiences • provide opportunities for questioning, reflection and thoughtful enquiry • develop curiosity through stories, experiences and expert knowledge • strengthen understanding of viewpoints, interpretation and meaning • provide opportunities for discussion, questioning and collaborative learning • develop understanding of how experiences, beliefs and relationships influence people's lives • 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 stories, 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"> • local places of reflection, community spaces or cultural settings where appropriate • virtual tours and immersive experiences linked to journeys, traditions or communities • storytellers, authors or poets as visitors • drama and storytelling workshops linked to journeys and reflective themes • music and performance workshops exploring mood, emotion and storytelling • philosophy and discussion workshops • visitors sharing personal experiences, inspirational journeys or community stories • creative workshops linked to symbolism, identity and expression • immersive experiences exploring themes of hope, belonging and change • local educational visits supporting reflection, community understanding and meaningful discussion • wellbeing or mindfulness experiences supporting self-awareness and emotional understanding 	
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<p>Home Learning</p> <ul style="list-style-type: none"> • family discussion prompt linked to journeys, stories or reflective themes (<i>e.g. What helps people through difficult times?, Can</i> 	<p>Home Reading Opportunities</p> <p>Families are encouraged to revisit key texts together, practise repeated reading and discuss themes, vocabulary and ideas. Opportunities for discussion</p>
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<p><i>experiences change who we become? or What does hope mean to different people?)</i></p> <ul style="list-style-type: none"> • simple creative activity to reinforce retrieval (e.g. create a journey map, design a symbol for hope, create a character reflection card, design a memory box item or create a visual representation of belonging) • 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 • comparison and observation activity (e.g. compare journeys within stories, compare experiences and viewpoints or compare symbols and meanings across texts) • vocabulary retrieval activities using key disciplinary and reflective vocabulary • research task linked to a reflective question (e.g. Why are stories important?, How do experiences influence people? or How can journeys help us learn about ourselves and others?) 	<p>should support curiosity, questioning and understanding of journeys, experiences, beliefs and how stories can help us understand ourselves and others.</p> <p>Topics for discussion may include:</p> <ul style="list-style-type: none"> • journeys, change and how experiences can influence people • hope, courage and belonging • similarities and differences between characters, experiences and viewpoints • significant people and inspirational journeys • themes, symbolism and meaning within stories • questions about how experiences shape understanding and choices • kindness, compassion and relationships • beliefs, traditions and different perspectives • problem-solving and how characters respond to challenge and change • how stories help people understand emotions, experiences and the world around them
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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
Knowledge and understanding	Retrieval quizzes, vocabulary checks and discussion tasks linked to themes including hope, belonging, journeys, symbolism and reflection
Interpretation and enquiry	Observation of questioning, interpretation activities, comparison tasks and evidence gathering through texts and discussion
Reading	Retrieval, inference and interpretation activities linked to stories, reflective texts and supporting texts
Writing	Reflective responses, diary entries, explanations, comparative responses, 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 disciplinary and reflective vocabulary
Interpretation and viewpoints	Analysis of themes, comparison of perspectives and justification using evidence from stories and discussion
Independence	Observation of independent application, organisation of ideas, selection of strategies and participation in reflective activities
Final outcome	Easter Reflection Showcase, presentations or reflective 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 Easter
- recall vocabulary linked to Christianity, symbolism and beliefs
- explain why Easter is important to Christians

Disciplinary Thinking

- interpret beliefs, stories and symbols
- compare viewpoints and experiences
- explain ideas using discussion and evidence

Application

- communicate understanding through spoken, practical and written outcomes
- justify 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 disciplinary and reflective vocabulary in reading and writing
- monitoring interpretation and use of evidence from stories, quotations and discussion within spoken and written outcomes
- monitoring application of reflective thinking, interpretation and critical thinking skills across learning outcomes
- monitoring pupils' ability to justify interpretations and communicate understanding using evidence
- monitoring understanding of themes including hope, belonging, journeys, symbolism and reflection across learning
- monitoring pupils' ability to ask thoughtful questions and apply disciplinary thinking
- monitoring engagement, confidence and participation within discussion, debate and collaborative reflection activities
- monitoring independent application of knowledge and skills across outcomes
- monitoring pupils' ability to compare viewpoints, beliefs and experiences thoughtfully
- monitoring use of reasoning and evidence when explaining ideas, interpretations and conclusions
- monitoring pupils' ability to apply themes and reflective thinking across wider curriculum experiences and everyday contexts

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: Storyybrook 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