

ST FRANCIS

PROGRESSION OF CURRICULUM FOR EASTER (SALVATION)

EYFS	
(Salvation Uc1.5 Making sense of the text section)	
Children listen to the Easter Story and begin to retell it.	Make a class easter garden. Explore how our Easter Garden models remind us that He didn't stay dead but became alive again.
Children begin to understand that Christians believe that Jesus came to show His love for people by dying on the cross.	Watch CBeebies Let's Celebrate Easter 1 and 2.

YEAR 1	
(Salvation Uc1.5 Making sense of the text section)	
Sequence the events of the story: Entry into Jerusalem, Jesus' betrayal, and arrest, Jesus' crucifixion, Jesus' appearance to Mary Magdalene and disciples. Could set up an Easter labyrinth (sensory with palm branch to feel and vinegar to smell for the crucifixion).	Children begin to explain the concept of salvation - of how Jesus came to earth on a rescue mission (linked to The Big Story of the Bible). It is one of sadness followed by great happiness.
	Play Easter pass the parcel and under each layer place a picture from the story for that child to explain the relevance of.

YEAR 2

(Salvation UC1.5)

When planning your unit in Spring 2 be aware that elements of Making sense of the text are covered in Year 1 progression as detailed above.

Recognise that God, Incarnation, Gospel and Salvation are part of the Big Story of the Bible Refer to the Big Frieze to explain the timeline of events.	Children to freeze frame events and say how Jesus and other characters in the story are feeling
Talk about the Big Gap between God and man which was bridged by Jesus. (Bridge clip on staff shared.)	Tell the story of Holy Week in child friendly language, include all parts from year 1 as well as adding in new aspects of the story- cleansing of the temple, the last supper and Jesus' trial.

YEAR 3

(Salvation UCL2.5 Making sense of the text section)

Remind pupils of the work that they did on Holy Week in yr 2 and the events of the story. Christians see Holy Week as the culmination of Jesus' earthly life, leading to His death and resurrection.	Write a diary for Mary for three important days in the Holy week. 1.Entry into Jerusalem 2.Crucifixion 3.Easter Sunday	Show the pupils three crosses a palm cross, a crucifix and a plain cross- explain that these crosses represent different aspects of Holy Week- can the pupils sort these? These different crosses could be drawn or made for display on the class reflection table.
Understand that the events of Holy Week such as the last supper, were important in showing the disciples what Jesus came to earth to do.	Christians today, trust that Jesus really did rise from the dead and so is still alive today. Explain.	Make an emotion graph for Mary during the three parts of the story.

YEAR 4

(Salvation UCL2.5)

When planning your Salvation unit in Spring 2, be aware that Yr 3 cover some of the Making sense of the text from the same unit in their Easter progression as detailed above.

Make links between gospel texts: - Matthew 21 v 7-11; - Luke 23 v 13- 25, 32-48 - Luke 24 v 1-12. and how Christians remember, celebrate and serve on Palm Sunday, Maundy Thursday, Good Friday and Easter Sunday.		Recap the different parts of the Easter story using symbols.	Re-enact the last supper using real bread but not taking communion as a class. Discuss how Judas was reacting and feeling during this meal. Show clip from BBC 'My life, My Religion.'
Make posters inviting people to Easter Services in Holy Week. Use symbols and appropriate emotion and theological language.	Use sheets 3A and 3B to respond to the sentence starters about what might be going on in the pictures.	Reflect upon how Christians follow the example of Jesus by being a servant.	

YEAR 5

(Salvation UC2b.6)

A quick revision of the timeline of the Big Story explaining how Incarnation and Salvation fit within it. Pupils can answer the question, 'Why did Jesus die?' Collect people's ideas. Resource sheet 3 for scenarios.	Explain that Christians interpret Jesus' death and resurrection in various ways- as a sacrifice for sin, a victory over sin, death and the devil. Paying the punishment as a substitute for everyone's sins. Rescuing the lost and leading them to God. Leading from darkness to light.		
Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms. Make connections between what Christians believe about sacrifice and their celebration of the Lord's supper.	Give pupils artwork e.g. depicting aspects of the stations of cross, events of the last days of Jesus earthly ministry. (1 and 1A)	Utilise resource sheet 4: Taking someone's place.	

Year 6 (Salvation UC2b.7)		
Quick revision of the timeline of the Big Story and how incarnation and Salvation fits in.	Examine witness accounts from Luke's Gospel. Create and perform a written drama or hot seat activity for their part of the narrative.	Suggest meanings for resurrection accounts.
Remind pupils that Christians believe that Jesus came to earth as God in the flesh (Incarnation) and that his death and resurrection are fundamental to Christian belief.	Ask pupils to write a detective's report encompassing all the evidence found from the witness statements.	Explore why Christians believe in the resurrection?