

### Listening and Talking

1. As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose. **LIT 1-04a**
2. I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. **LIT 1-07a**
3. When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more. **LIT 1-09a**

### Reading

4. I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors. **LIT 1-11a**
5. To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text. **LIT 1-16a**

### Writing

6. I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. **LIT 1-20a**
7. I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. **LIT 1-22a**
8. I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features. **LIT 1-24a**

1. Through exploring Bible stories, I can describe some beliefs Christians have about God and Jesus. **RME 1-01a**
2. By exploring some places and investigating artefacts, I am developing my knowledge of Christian beliefs and my awareness of the role of Christianity in Scottish society and the world. **RME 1-01b**
3. I can talk about my own beliefs, or express them in other ways. **RME 1-01c**
4. Through investigating the Christian communities in my local area, I am discovering how Christian communities demonstrate their beliefs through prayer, worship and special ceremonies. I am developing respect for the practices and traditions of others. **RME 1-03a**
5. I am developing an awareness of the ways in which Christians celebrate different times of year and can relate these to my own life and community. **RME 1-03b**

1. I have explored symmetry in my own and the wider environment and can create and recognise symmetrical pictures, patterns and shapes. **MTH 1-19a**

### Art and Design

1. I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. **EXA 1-03a**
2. Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. **EXA 1-05a**

### Drama

3. I enjoy creating, choosing and accepting roles, using movement, expression and voice. **EXA 1-12a**
4. Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. **EXA 0-13a**

### Music

5. Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities. **EXA 1-18a**

1. I can access, retrieve and use information from electronic sources to support, enrich or extend learning in different contexts. **TCH 1-03b**

2. I can create, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways. **TCH 1-04b**

3. Through discovery and imagination, I can develop and use problem-solving strategies to meet design challenges with a food or textile focus. **TCH 1-11a**



I can:

### Listening and Talking

- listen and watch for information and talk about the information presented; (1) (Useful resource: [The Easter Story PowerPoint](#))
- use what I have listened to or watched to help me take part in discussions about Easter; (1)
- share my own thoughts on the Easter story; (1, 3)
- use Easter keywords as I take part in discussions; (1, 3) (Useful resource: [The Easter Story Word Mat Text](#))
- ask questions about the Easter story; (2)
- relay the events of the Easter story in my own words; (2)
- ask and answer questions about the way that Easter is celebrated; (2, 3)
- discuss the Easter story with my partner, or as part of a whole-class discussion; (3)
- share what Easter means to me; (3)
- say what I already know about Easter and share what I would like to find out; (3) (Useful resource: [Easter Topic KWL Grid](#))

### Reading

- explore non-fiction texts about Easter as a special time; (4)
- research to find out who celebrates Easter and the different ways that it is celebrated; (4)
- sequence the Easter story; (5) (Useful resource: [Easter Story Sequencing](#))
- match Easter story text with the correct illustration; (5) (Useful resource: [Easter Story Matching Sequencing Cards](#))
- discuss what I have read and share any new information that I have learned; (5)

### Writing

- write an Easter card; (6) (Useful resource: [Easter Greetings Colouring Gift Card Template](#))
- write to share what I did during the Easter holidays; (6, 7) (Useful resource: [My Easter Holiday Writing Frames](#) and [Easter Holiday Snapshots Writing Frame](#))
- create an Easter Story flap book; (6) (Useful resource: [Easter Story Writing Flap Book](#))
- write to summarise the Easter story; (7, 8) (Useful resource: [Easter Story Writing Sheets](#))
- create a map for an Easter egg hunt. (6, 8)

I can:

- create Easter egg designs which have 1 or 2 lines of symmetry; (1)
- check for lines of symmetry in some Easter egg designs; (1)
- use symmetry to complete the other half of an Easter egg design. (1) (Useful resource: [Easter Egg Symmetry Sheets](#))

I can:

- create illustrations that will accompany some of my written work; (1)
- design an Easter card; (1, 2)
- design an Easter egg; (2)
- design an Easter bonnet; (2) (Useful resource: [Design an Easter Bonnet Activity Sheets](#))
- take part in a class performance retelling the Easter story; (3, 4) (Useful resource: [Easter Story Play Script](#))
- work with a group to freeze frame different events from the Easter story; (3, 4)
- listen to some songs and hymns which are traditionally sung at Easter and share my thoughts and feelings about them; (5)
  - begin to think about the meaning behind some Easter songs and hymns; (5)
  - sing some Easter songs with my class. (5)

I can:

- discuss the events of the Easter story; (1)
- make links between some traditions, for example, rolling eggs down a hill, and the stone rolling away from Jesus' tomb; (1)
- discuss the beliefs that Christians have about God and Jesus in the context of Easter; (1)
- discuss the themes of jealousy and betrayal within the Easter story; (1)
- explore images and video clips which show me how Easter is celebrated in other parts of the world; (2)
- outline the ways that people in Scotland celebrate Easter; (2)
- discuss Easter traditions around the world; (2)
- discuss the way that Easter is traditionally celebrated in the White House in America; (2)
- begin to become more aware of my own beliefs; (3, 5)
- discuss how we celebrate Easter in our school and community; (3, 5)
- investigate to find out when Christians attend church throughout Easter time. (5)

I can

- use the Internet to search for information about the Easter story; (1) use a search engine to find out how people celebrate Easter in Scotland and throughout the UK; (1)
- use the Internet to help me create a fact file about Easter; (1)
- use a digital camera to take photographs of my group's 'freeze frame' drama activities; (2)
- use a video camera or other electronic device to record my group as we act out parts of the Easter story; (2)
- design a new Easter or spring themed greetings card; (3)
- make an Easter bonnet (possible homework challenge). (3)

