

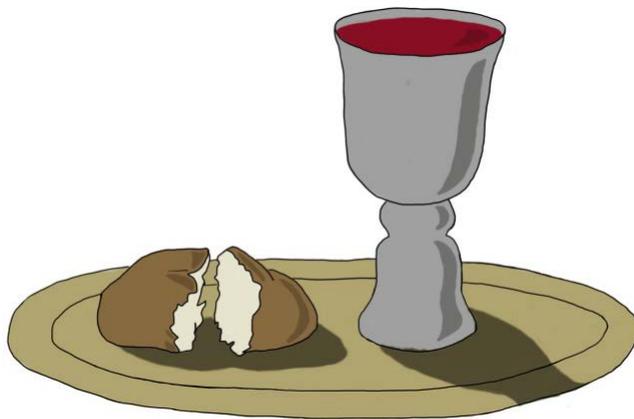
## The Story of Easter

Two thousand years ago, Jesus was spreading the word of God. He performed many miracles, such as healing the sick, making him very popular. When Jesus travelled to Jerusalem on a donkey, people covered the path with their clothes and palm leaves shouting, “Hosanna” and, “Jesus is the King!”



Unfortunately, some priests were jealous of Jesus’s **popularity** and were looking for an excuse to kill him. One of Jesus’s **disciples**, Judas, went to them and told them he was willing to **betray** Jesus for money. They offered him thirty pieces of silver. He then had to wait for a chance to betray Jesus and get him into trouble.

One night, Jesus had a special supper with his twelve disciples to tell them he was going to die. As he told them, Judas suddenly walked out. Jesus told his friends about the people who did not like him and that they were going to **arrest** him and nail him to a cross. At the meal, Jesus broke some bread and said, “This is my body. Take it and remember me.” Then he poured some red wine and told them to drink it to remember his blood.



Later on, Jesus and his friends went to the Garden of Gethsemane to pray. As Jesus was praying, his friends fell asleep. Just then, Judas arrived with some soldiers to arrest Jesus. Judas betrayed Jesus by kissing him on the cheek. He did this to show the soldiers which one was Jesus. Straight away, they **seized** him.

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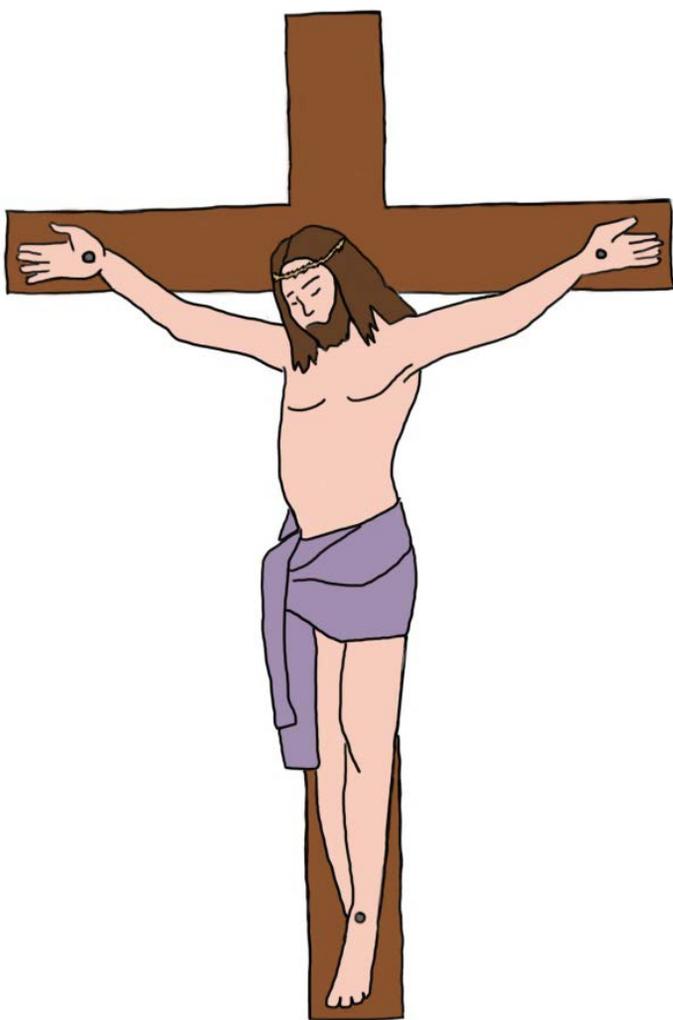
The Story of Easter – Y1m/Y2s/Y3e (Gold) – Text

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Although Jesus had been captured, the Jewish leaders were finding it difficult to find him **guilty** of anything. Eventually, they asked him if he was the Son of God to which he replied, "I am!" They claimed that this was an insult to God and so this was enough to take him before the Roman Governor, Pontius Pilate.

The soldiers took Jesus away, **removed** his clothes and dressed him in purple robes. They also placed a crown of thorns on his head. As the blood ran down his forehead, they made fun of him. They even hit him and spat at him but Jesus stayed silent. People shouted at him, "You saved others, why can't you save yourself?" Jesus could have saved himself but he chose not to. He wanted to be true to God and sacrifice himself to save others.

Next they laid a heavy, wooden cross on his back which he was made to carry up a hill. At the top of the hill, Jesus was nailed to the cross by his hands and feet. After hanging there for hours, Jesus died on the cross. He had been crucified.



Jesus's friends and mother took his body down from the cross and laid it in a **tomb** cut into a rock. They sealed the tomb by rolling a huge stone across the entrance.

A few days later, Jesus's friend, Mary, went to the tomb to find that the large stone had moved and his body had vanished. An angel appeared and explained that Jesus had risen from the dead! No-one believed Mary at first but Jesus appeared to his disciples several times. He told them that once he was gone, they needed to spread the word of God throughout the world and that one day he would return. With that, Jesus was taken up to heaven.

## The Story of Easter – Follow-Up Work

Find and copy a miracle that Jesus performed which is mentioned in the text. (C2)

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Why did some people want to kill Jesus? (P3/1d)

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How much money was Judas given to betray Jesus? (C2)

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What other word for 'meal' does the writer use in this text? (C1/1a)

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Why do you think Judas walked out of the meal? (P3/1d)

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What did Jesus give his friends to remember him by? (C2)

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Why did Judas kiss Jesus on the cheek? (C2)

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## The Story of Easter – Vocab 1

Write down the meanings of these words which were highlighted in the text. Use a dictionary or thesaurus to help you.

popularity \_\_\_\_\_

disciples \_\_\_\_\_

betray \_\_\_\_\_

arrest \_\_\_\_\_

seized \_\_\_\_\_

guilty \_\_\_\_\_

removed \_\_\_\_\_

sacrifice \_\_\_\_\_

tomb \_\_\_\_\_

## The Story of Easter – Vocab 2

Put these new words you have learnt into alphabetical order.

disabled	popularity	betray	arrest
guilty	removed	sacrifice	tomb

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Complete the following sentences with some of the new words you have learnt.

- The little boy felt \_\_\_\_\_ because he had hurt his friend.
- Rachel \_\_\_\_\_ her cardigan as she was very hot.
- The police were ready to \_\_\_\_\_ the burglar.
- The guards \_\_\_\_\_ the young soldier.

## The Story of Easter – SPAG

Capital letters are used for proper nouns. Proper nouns are the specific names of people, places and things like Ellie Smith, London or the River Thames.

Underline the proper nouns in the following sentences.

Jesus went to pray at the Garden of Gethsemane.

Mrs Jones was my favourite teacher at Bridgewater Primary School.

The tallest mountain in the United Kingdom is Ben Nevis.

Grandma always does her shopping at Saveright.

Rewrite the following sentences, adding capital letters to the proper nouns.

- Yesterday, ella and amelia came to my house to play.
- 

- When I went to london, I saw big ben, the tower of london and the natural history museum.
- 
- 

- We went on holiday to florida and we went to disneyland.
- 
- 

- The river nile in africa is the world's longest river.
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## Oral Teacher Questions – The Story of Easter

Find and copy a miracle that Jesus performed which is mentioned in the text.

(C2) **Healing the sick/disabled.**

Why did some people want to kill Jesus? (P3/1d) **They were jealous of how popular he was.**

How much money was Judas given to betray Jesus? (C2) **Thirty pieces of silver**

What other word for 'meal' does the writer use in this text? (C1/1a) **Supper**

Why do you think Judas walked out of the meal? (P3/1d) **He realised that Jesus knew he was going to betray him.**

What did Jesus give his friends to remember him by? (C2) **Bread and wine**

Why did Judas kiss Jesus on the cheek? (C2) **To show the soldiers which one to seize.**

How do you think Jesus felt when he was nailed to the cross? (P3/1d) **Any sensible answer e.g. anxious, pained, ashamed, loyal to God.**

What does the word 'crucified' mean? (C1/1a) **Killed by nailing to a cross.**

What Easter traditions and activities can you think of which are linked to this story. Explain how they are linked. (P1) **Various answers. Some examples could include: rolling Easter eggs (rolling the stone); hot cross buns (the cross that Jesus died on); making crispy nests with chicks (symbol of new life – although Christians believe Jesus gives us a new life through forgiveness of sins and believing Jesus is the Son of God); taking bread and wine in Church, baking bread without yeast (Passover bread); making crosses; drawing pictures; and creating collages which depict the Easter story.**

## The Story of Easter – Vocab 1

Write down the meanings of these words which were highlighted in the text. Use a dictionary or thesaurus to help you.

popularity – **how much someone is liked or admired**

disciples – **close followers of Christ during his life**

betray – **to give information to an enemy/to break someone's trust**

arrest – **to use the power of the law to take and keep a criminal**

seized – **to take control of someone or something**

guilty – **done something wrong**

removed – **taken off or away**

sacrifice – **give something up for a good cause**

tomb – **a place to bury a dead body**

## The Story of Easter – Vocab 2

Put these new words you have learnt into alphabetical order.

disabled	popularity	betray	arrest
guilty	removed	sacrifice	tomb

arrest

betray

disabled

guilty

popularity

removed

sacrifice

tomb

Complete the following sentences with some of the new words you have learnt.

- The little boy felt **guilty** because he had hurt his friend.
- Rachel **removed** her cardigan as she was very hot.
- The police were ready to **arrest** the burglar.
- The guards **seized** the young soldier.

Capital letters are used for proper nouns. Proper nouns are the specific names of people, places and things like Ellie Smith, London or the River Thames.

Underline the proper nouns in the following sentences.

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The tallest mountain in the United Kingdom is Ben Nevis.

Grandma always does her shopping at Saveright.

Rewrite the following sentences, adding capital letters to the proper nouns.

- Yesterday, ella and amelia came to my house to play.

Yesterday, Ella and Amelia came to my house to play.

- When I went to london, I saw big ben, the tower of london and the natural history museum.

When I went to London, I saw Big Ben, the Tower of London and the Natural History Museum.

- We went on holiday to florida and we went to disneyland.

We went on holiday to Florida and we went to Disneyland.

- The river nile in africa is the world's longest river.

The River Nile in Africa is the world's longest river.

# Classroom Secrets Codes for New Curriculum Reading Expectations

## Comprehension

- Year 1/2 C1/1a Discussing word meanings, linking new meanings to known vocabulary  
C2 Answer simple, information retrieval questions about texts\*  
C3 Drawing on what they already know from background information and vocabulary provided by the teacher  
C4 Discussing and expressing views about a wide range of texts  
C5/1c Discussing the sequence of events in texts and how items of information are related
- Year 3/4 C1/2a Explaining the meaning of words in context  
C4 Discussing and expressing views about a wide range of texts  
C6/2b Retrieve and record information from fiction and non-fiction  
C7 Identifying how language, structure and presentation contribute to meaning
- Year 5/6 C1/2a Exploring the meaning of words in context  
C4 Discussing and expressing views about a wide range of texts  
C6/2b Retrieve, record and present information from fiction and non-fiction  
C7 Identifying how language, structure and presentation contribute to meaning  
C8/2h Making comparisons within and across texts  
C9 Distinguish between statements of fact and opinion

## Predictions and Making Inferences

- Year 1/2 P1 Link the text to their own experiences  
P2/1e Predicting what might happen on the basis of what has been read so far  
P3/1d Making inferences on the basis of what is being said and done  
P4 Answering and asking questions
- Year 3/4 P2/2e Predicting what might happen from details stated and implied  
P4 Asking questions to improve their understanding  
P5/2d Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Year 5/6 P2/2e Predicting what might happen from details stated and implied  
P4 Asking questions to improve their understanding  
P5/2d Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

## Language for Effect

- Year 1/2 L1 Recognising and joining in with predictable phrases  
L2 Learning to appreciate rhymes and poems, and to recite some by heart with appropriate intonation to make the meaning clear
- Year 3/4 L3 Using dictionaries to check the meaning of words they have read  
L4 Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Year 5/6 L2 Learning a wider range of poetry by heart  
L4 Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience  
L5/2g Discuss and evaluate the authors' use of language, including figurative language, including the impact on the reader and how meaning is enhanced through the author's choice of words and phrases  
L6/2f Identify and explain how content is related and contributes to meaning as a whole

\*not currently a curriculum objective

## Summarising

Year 1/2	S1	Discussing the significance of the title and events
Year 3/4	S2/2c	Identifying main ideas drawn from more than one paragraph and summarising these
Year 5/6	S2/2c	Summarising from more than one paragraph, identifying key details which support the main ideas

## Themes and Conventions

Year 1/2	T1/1b	Becoming very familiar with non-fiction and fiction, such as key stories, fairy stories and traditional tales, and retelling them
	T2/1b	Considering the particular characteristics of the above texts
Year 3/4	T3	Reading texts that are structured in different ways and reading for a range of purposes
	T4	Identifying themes and conventions in a wide range of texts
	T5	Recognising some different forms of poetry
Year 5/6	T2	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and texts from other cultures and traditions
	T4	Identifying and discussing themes and conventions in and across a wide range of writing

## Reading for Pleasure

Year 1/2	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about texts, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
	R3	Discussing their favourite words and phrases
Year 3/4	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about both texts that are read to them and those they can read for themselves, taking turns and listening to what others say
	R3	Discussing words and phrases that capture the reader's interest and imagination
Year 5/6	R2	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
	R3	Discussing words and phrases that capture the reader's interest and imagination
	R4	Recommending texts that they have read to their peers, giving reasons for their choices