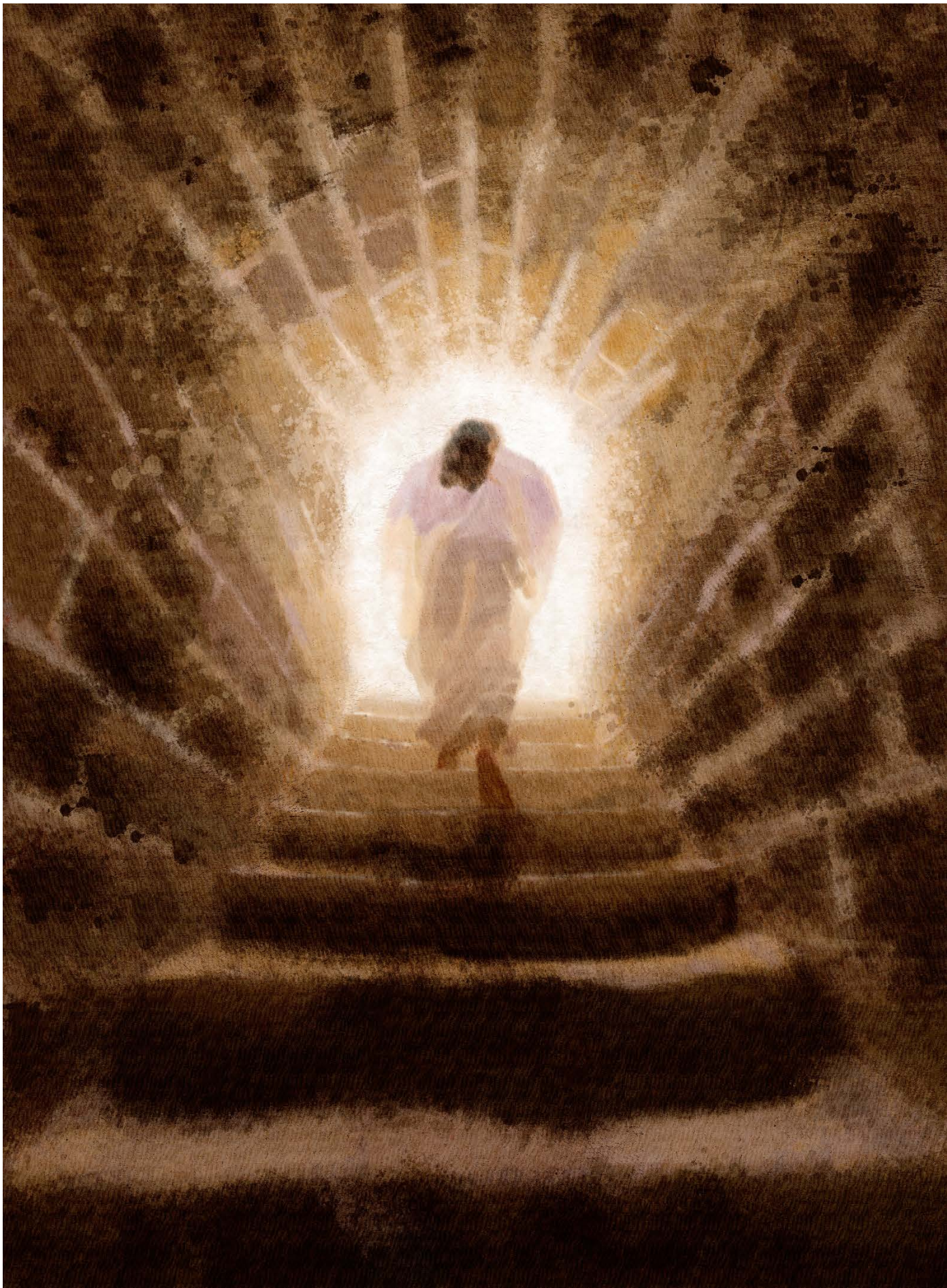


The Resurrection



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The Resurrection – Year 5 – Image

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Who is this man? What clues are there to suggest this? (P5/2d)

Why is he walking up the steps? (P5/2d)

Why is there light surrounding him and what does this tell us? (P5/2d)

Where is he going? Give three examples. (P5/2d)

Why does he appear to be wearing white? (P5/2d)

Where has he come from? How do you know? (P5/2d)

Is he leaving or entering somewhere or both? What makes you think this? (P5/2d)

What might he be thinking and feeling? Why? Give an example for each. (P5/2d)

Why is the man in the centre of the image? Give 2 reasons. (C7)

What might happen next? (P2/2e)

What three questions might you ask him as he walks up the steps? (P4)

What one word summarises your feelings about the image? Explain why you chose this word.

(S2/2c)

Think of another story where a character defeats death. What message do these stories give? (T4)

Write the definitions for each of these words.

sacrifice _____

apostles _____

ascension _____

miraculous _____

angelic _____

liberate _____

innocent _____

devotion _____

deceased _____

resurrection _____

pious _____

atonement _____

divine _____

disciple _____

prophet _____

shrine _____

Fill in the gaps then find the answers in the word search.

Christians believe:

- Easter is the time of the r_____ of Jesus.
- The resurrection was a m_____ event.
- He rose again to prove to his a_____ he was telling the truth.
- He gave himself as a s_____ to save us all from our sins.
- His tomb is a s_____ to his memory and honour.
- The death of Jesus was part of a d_____ plan to save humanity.
- The a_____ of Jesus is the departure of Christ from earth into the presence of God, his father.

m	i	c	t	e	h	l	i	r	m	a	n
a	s	c	n	s	e	n	i	v	i	d	o
d	i	v	e	a	s	h	r	e	r	m	i
a	p	s	e	l	t	s	o	p	a	r	s
s	e	s	a	c	r	i	f	i	c	e	n
m	h	t	e	c	l	r	e	s	u	r	e
s	h	r	e	d	i	v	m	i	l	t	c
m	l	p	i	n	e	s	i	n	o	t	s
b	l	m	i	n	r	e	s	r	u	m	a
n	o	i	t	c	e	r	r	u	s	e	r

The Resurrection – SPAG

The words below are homophones; they sound the same but are spelt differently.

Tick the correct spelling of the homophone which completes the sentence.

Christians bless themselves in the name of the _____, son and holy ghost.

Ultimately, Jesus made his _____ to heaven.

farther
father

Tick one

<input type="checkbox"/>
<input type="checkbox"/>

ascent
assent

Tick one

<input type="checkbox"/>
<input type="checkbox"/>

The people were _____ the death of Jesus.

The women _____ the others to the empty tomb.

mourning
morning

Tick one

<input type="checkbox"/>
<input type="checkbox"/>

lead
led

Tick one

<input type="checkbox"/>
<input type="checkbox"/>

Mary Magdalene said, ‘ _____ voice can I hear?’

_____ Isaiah foretold the death and resurrection of Jesus.

whose
who’s

Tick one

<input type="checkbox"/>
<input type="checkbox"/>

profit
prophet

Tick one

<input type="checkbox"/>
<input type="checkbox"/>

Find and write the meanings of the homophones you did NOT tick.

The Resurrection – Oral Teacher Questions

Who is this man? What clues are there to suggest this? (P5/2d) Jesus because the white light makes him look angelic, saintly or ghostly; he is walking from within an underground cave or tomb; long hair, wearing white robes and having bare feet which we might associate with Jesus.

Why is he walking up the steps? (P5/2d) To leave the cave or tomb; he is escaping; he wants to get out; to get to the light and away from the darkness; to reach fresh air; to be free.

Why is there light surrounding him and what does this tell us? (P5/2d) It shows he is pure and divine and tells us that the situation is extraordinary, wondrous, amazing or miraculous. The light could represent a halo showing he is like an angel.

Where is he going? Give three examples. (P5/2d) He is going to a new life; towards the light; back to see his apostles; out of the tomb; to prove himself; to fulfil God's promise.

Why does he appear to be wearing white? (P5/2d) To represent his purity and that he is an angel/divine being sent from God.

Where has he come from? (P5/2d) He has come out of the tomb and out of the darkness; he has defeated death.

Is he leaving or entering somewhere or both? What makes you think this? (P5/2d) He is leaving death, darkness, the tomb or cave; he is entering the light, his new life. Accept relevant answers with appropriate justifications.

What might he be thinking and feeling? Why? Give an example for each. (P5/2d) Children's answers will vary. Accept appropriate answers with sensible justifications.

Why is the man in the centre of the image? Give two reasons. (C7) He is central to the story, he is the main character from the story, to show his importance

What might happen next? (P2/2e) Various responses that are appropriate to the image. Children may draw on prior knowledge of the Easter story.

What three questions might you ask him as he walks up the steps? (P4) Various responses that make reference to clues in the picture or ideas from the story.

What one word summarises your feelings about the image? Explain why you chose this word. (S2/2c) Various responses that are sensitive and appropriate to the image.

Think of another story where a character defeats death. What message do these stories give? (T4) Grandma gets eaten by the wolf in Little Red Riding Hood but then in most versions she is saved by the woodcutter; Jonah and the whale; the message is that good overcomes evil. Accept other appropriate responses.

Write the definitions for each of these words.

sacrifice – the act of giving up something of great value to show loyalty or deep affection

apostles – the twelve followers of Jesus Christ

ascension – the act or process of rising, i.e. Jesus rose into Heaven

miraculous – something that can't be explained

angelic – resembling an angel as in innocence, beauty or kindness

liberate – to free or let out

innocent – free from evil, guilt or blame

devotion – strong affection or loyalty

deceased – dead, no longer alive

resurrection – a return to life after death

pious – showing love for a god or gods, a religious person

atonement – bringing harmony between God and man through Jesus Christ's life and sacrifice

divine – like God in power, beauty or excellence

disciple – one who follows a leader or teacher

prophet – a person who predicts the future

shrine – a sacred place devoted to the honour and memory of a holy person or god

Fill in the gaps then find the answers in the word search.

Christians believe:

- Easter is the time of the **resurrection** of Jesus.
- The resurrection was a **miraculous** event.
- He rose again to prove to his **apostles** he was telling the truth.
- He gave himself as a **sacrifice** to save us all from our sins.
- His tomb is a **shrine** devoted to his memory and honour.
- The death of Jesus was part of a **divine** plan to save humanity.
- The **ascension** of Jesus is the departure of Christ from earth into the presence of God, his father.

m	i	c	t	e	h	l	i	r	m	a	n
a	s	c	n	s	e	n	i	v	i	d	o
d	i	v	e	a	s	h	r	e	r	m	i
a	p	s	e	l	t	s	o	p	a	r	s
s	e	s	a	c	r	i	f	i	c	e	n
m	h	t	e	c	l	r	e	s	u	r	e
s	h	r	e	d	i	v	m	i	l	t	c
m	l	p	i	n	e	s	i	n	o	t	s
b	l	m	i	n	r	e	s	r	u	m	a
n	o	i	t	c	e	r	r	u	s	e	r

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Tick the correct spelling of the homophone which completes the sentence.

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father

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Ultimately, Jesus made his _____ to heaven.

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☐

The people were _____ the death of Jesus.

Tick one

mourning

☒

morning

☐

The women _____ the others to the empty tomb.

Tick one

lead

☐

led

☒

Mary Magdalene said, ‘ _____ voice can I hear?’

Tick one

whose

☒

who’s

☐

_____ Isaiah foretold the death and resurrection of Jesus.

Tick one

profit

☐

prophet

☒

Find and write the meanings of the homophones you did NOT tick.

farther – further

assent – to agree, approve or consent

morning – before noon

lead – a heavy metal or present tense verb

who’s – contraction of who is

profit – money made when selling goods

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The Resurrection – Year 5 – SPAG **ANSWERS**

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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