

## Year 2 R.E. Overview

TERM/LEARNING OBJECTIVES:	Content (detailed activities to be teacher led in Weekly plan)	ASSESSMENT:
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<p><b>Autumn 1</b></p> <p><b>I know</b></p> <p><b>1.1 Celebrations and festivals</b></p> <p><b>Who celebrates what and Why?</b></p> <p>I know other religions and world views that celebrate the fruitfulness of earth and are thankful.</p> <p>I know people come from different religions and that we can all live together kindly.</p> <p><b>1.5 Leaders- What makes some people inspiring leaders? Christian and Jewish leaders.</b></p> <p>I know key leaders from Jewish and Christian stories.</p> <p>I know how these leaders made a difference.</p> <p>I know the behaviours of some of these leaders and the examples of their 'wise sayings' or 'rules'.</p> <p>I know how to use these stories to cooperate in my own life.</p> <p><b>1.6 Believing</b></p> <p>I know the Jewish story of creation and can consider ways in which people care for the earth, making links to the Environment.</p> <p><b>1.8 Jewish and Christian stories</b> – How and why are some stories are important in religion. What can we learn from them and the Torah?</p> <p>I know where these stories come from eg, The Torah, old testament.</p> <p>I know why the Torah is so special and can respond sensitively to special things. Link this to own experience.</p>	<p><i>Begin: If I could ask God one question?</i></p> <p><b>Creation</b></p> <p>What do Christians/Jews believe about the beginning of creation?</p> <p>Look at Christian, Jewish, Humanist and stories from other cultures eg. aboriginal</p> <p><b>Recap stories from foundation/year 1</b></p> <p><b>Jewish and Christian stories</b></p> <p><b>Who was Moses? Leader</b></p> <p>What is the Torah/Old Testament?(link this to things that are special to them)</p> <p>Moses in the basket</p> <p>Moses leads Israelites out of Egypt</p> <p>The Ten commandments- Old testament (link this to rules in class) Make their own class charter or rules for living.</p> <p>What rules would you have if you were Moses today?</p> <p><b>Recap their knowledge of harvest from F2/Y1</b></p> <p><b>Through R time:</b> What other religions and world views celebrate the fruitfulness of the earth eg. <b>Harvest</b> How do they show they are thankful?</p> <p>How can we tell people are from different religions? How can we live kindly if we are all so different?</p>	<p>Through retelling, book looks, pupil voice, photographs, annotations and observations.</p> <ul style="list-style-type: none"> <li>• Be able to talk about different stories and views about creation.</li> <li>• Be able to say who Moses was and why he was a good leader?</li> <li>• Be able to remember facts about Moses and how he lead the Israelites including the plagues, the ten commandments.</li> <li>• Be able to make up their own rules for living and explain. Be able to talk about other world views or religions that celebrate the fruitfulness of the earth.</li> <li>• Be able to talk about how we know people are from different religions and how we can live kindly even though we can be different.</li> </ul>
<p><b>Autumn 2</b></p> <p><b>1.1 Celebrations and festivals</b></p> <p><b>Who celebrates what and why?</b></p> <p>I know stories and celebrations.</p> <p>I know how to ask questions about artefacts and what they mean.</p> <p><b>1.2 Myself</b></p> <p>I know that people come from different religions.</p> <p>I know how to ask questions about goodness.</p> <p><b>1.4 Symbols</b></p> <p>I know about different religious items and can order and connect them to their religion.</p> <p>I know about two symbols from different communities and look for similar ways they are used such as light, water.</p> <p><b>1.6 Believing</b></p> <p>I know how different people, including Jewish people, have expressed their ideas about God.</p> <p>I know some of the ways people belong and the beliefs of Jewish people, for example through the celebration of Shabbat linked to creation story.</p> <p>I know key words linked to the Jewish religion.</p>	<p><b>Can they recap Diwali and the stories they have learn from F1/Y1?</b></p> <p><b>Hinduism</b></p> <p>Right or Wrong</p> <p>( delve deeper into the story of Rama and Sita and the characters) Link this to other religious stories and their own lives.</p> <p>Light versus darkness (link to other religions)</p> <p>What do Hindu's believe?</p> <p>Take a deeper look into the art and meaning of Mendhi and its significance and recap symbols and their meanings.</p> <p><b>What is Judaism?</b></p> <p>Hanukkah – why do Jews celebrate it?</p> <p>What does it mean?</p> <p>What is Shabbat? How does it link to the creation story? What is it like to be a Jewish child? Recap the Torah.</p> <p>Sort and order items that are connected to different religions.</p> <p>Questions about goodness- sentences about what happens when people are cheerful, honest, kind, thankful, fair or generous and what happens when people are unkind, ungrateful, untruthful, unfair or mean. Link to their own families</p> <p><b>The Birth of Jesus through nativity- see questions above linked to the Christmas story.</b></p> <p>Explore: Does the world need to be saved?</p>	<p>Through retelling, book looks, pupil voice, photographs, annotations and observations.</p> <ul style="list-style-type: none"> <li>• Be able to link the story of Rama and Sita to other stories, compare and talk about the significance of light and dark and other symbols. Be able to talk in detail about the tradition and significance of Mehndi.</li> <li>• Be able to write simple sentences about goodness and link this to my own life. Be able to say what the Jewish festival of Hanukkah is and what happens? Be able to say what Shabbat is and why is helps people belong? Be able to link this to the creation story.</li> <li>• Be able to talk about the story of Christmas and how the characters felt and answer the questions does the world need to be saved?</li> <li>• Be able to sort and order items from and connect them to religions. Be able to write about the Jewish religion using key vocabulary.</li> </ul>
<p><b>Spring 1</b></p> <p><b>1.4 Symbols</b></p> <p>I know about religious places of worship from photographs.</p>	<p><b>What is it like to belong to a Sikh family?</b></p> <p>What is Sikhism? What is the Nishan Sahib?</p> <p>Who was Guru Nanak as a leader?</p>	<p>Through retelling, book looks, pupil voice, photographs, annotations and observations</p>



<p>I know about symbols and artefacts and their meanings linked to Sikhism.</p> <p><b>1.5 Leaders (based on Sikhism and comparing other leaders)</b></p> <p>I know the behaviour of some leaders eg. Guru Nanak and the qualities he has.</p> <p>I know that leaders have 'rules for living'</p> <p>I know how to answer a range of why and how questions about how people practise their religion.</p>	<p>What is a Gudwara? Who do you see as your leader, why? What makes a good leader? Compare other leaders from other faiths, beliefs and views What festivals do they celebrate? Langar /Vaisakhi What are the 5K's?</p> <p>*Mr Singh visits and brings in artefacts and talks about what it means to be Sikh. Children to ask 'how' and 'why' questions about Mr Singh's religion.</p>	<ul style="list-style-type: none"> <li>• Be able talk about religious places of worship using photographs.</li> <li>• Be able to talk about symbols and artefacts from the Sikh faith.</li> <li>• Be able to ask questions about the Sikh faith and how the religion is practised and record my answers.</li> <li>• Be able to talk about the behaviour of Guru Nanak and his rules for living</li> </ul>
<p><b>Spring 2</b></p> <p><b>1.1 Celebrations and festivals</b> <b>Easter/Pesach</b></p> <p>I know stories and festivals from the Christian and Jewish religions.</p> <p><b>1.3 Stories of Jesus</b></p> <p>I know different stories about Jesus. I know how to ask big questions about stories in a philosophical way.</p> <p><b>1.4 Symbols</b></p> <p>I know about symbols and artefacts used in the Easter story.</p>	<p><b>EASTER- What can they remember from Y1 about the story of Easter?</b></p> <p>Why was Palm Sunday exciting? What symbols are connected to Easter? Why was Jesus treated like a King? What would it have felt like to be at The Last Supper? Joy versus sadness?_Crucifixion and Resurrection Right and wrong? How did Jesus feel? His friends, Mary? How would you feel if you were there? Ask how, what, when, where, why questions respond to Big question in a philosophical way.</p> <p><b>Why is the seder plate important to Jewish people?</b> Look at artefacts/symbols, food, hear stories, be creative Pesach/Passover and Easter comparison Recap the story of freeing Israelites from slavery – The Plagues *Jewish visitor</p>	<p>Through retelling, book looks, pupil voice, photographs, annotations and observations</p> <ul style="list-style-type: none"> <li>• Be able to re tell, ask questions and think philosophically about the Easter story.</li> <li>• Be able to compare the Jewish festival of Pesach to Passover.</li> <li>• Be able to understand what happens at a celebrations or festival.</li> <li>• Be able to explain symbols and artefacts.</li> <li>• Be able to respond in different mediums creatively expressing my thoughts about important events.</li> </ul>
<p><b>Summer 1</b></p> <p><b>1.2 Myself</b></p> <p>I know how to ask questions about goodness, and create simple sentences that say what happens when people are cheerful, honest, kind, thankful, fair or generous, and what happens when people are unkind, ungrateful, untruthful, unfair or mean.</p> <p><b>1.8 Jewish and Christian stories</b> – How and why some stories are important in religion? What can we learn from them? I know some religious stories with key characters such as Daniel, Abraham etc. I can suggest reasons why they are important to Jewish people and Christians. I know the behaviours of these characters eg. being trustworthy, courageous, persistent, overcoming obstacles, forgiving and explore these creatively. I know where these stories came from. Eg. the importance of the Torah.</p>	<p><b>Old Testament/Jewish and Christian stories</b></p> <p><b>Miracles of Jesus-</b> <b>Recap What is a miracle? From F2/Y1</b> <b>Compare stories</b> <b>Daniel and the Lion's Den</b> - Look at the idea of courage. Look at other behaviours linked to trust and forgiving.</p> <p><b>Abraham and Issac -</b> What is trust? Who do we trust? What does sacrifice mean in our lives today? Recap Torah again and its importance</p>	<p>Through retelling, book looks, pupil voice, photographs, annotations and observations</p> <ul style="list-style-type: none"> <li>• Be able to ask questions linked to different characteristics of characters.</li> <li>• Be able to talk about what a miracle is and the stories they have learnt.</li> <li>• Be able to talk about behaviours linked to stories and link this to their own life.</li> <li>• Be able to write about Daniel in the Lion's den.</li> <li>• Be able to compare Abraham and Issac and what trust means.</li> </ul>
<p><b>Summer 2<sup>nd</sup></b></p> <p><b>1.2 Myself</b></p> <p>I know that people come from different religions. How can we tell? How can we live together kindly when we are all so different?</p> <p><b>1.7 Belonging</b></p> <p>I know what it means to belong to different groups. I know why belonging matters. I know how to express my ideas creatively. I know what it is like be a Christian in Nottinghamshire today. I know what it is like to belong to a Muslim and Buddhist family. I know some of the stories linked to the Buddhist and Muslim religion.</p> <p><b>1.6 Believing</b></p> <p>I know that different people have expressed their ideas and views about their own leaders.</p>	<p><b>R time-</b> Re cap <b>belonging</b> from F2/Y1 What does it means to belong to different groups eg. school, family, community. How does this contribute to human happiness? Why does belonging matter? How can we be good members of a group? Express this creatively eg. art, poetry, music</p> <p>Someone from community vicar/parent/child – talk about what it means to be a Christian in Nottingham today. Link to our topic on Mapperley and the past.</p> <p><b>Belonging to a Muslim and Buddhist family</b> Be my Guest – Islam What does it mean to be committed? Monkey King Buddhism <a href="https://www.twinkl.co.uk/resources/planit-religious-education-primary-teaching-resources/planit-religious-education-primary-teaching-resources-year-one/planit-religious-education-primary-teaching-resources-year-one-caring-for-others">https://www.twinkl.co.uk/resources/planit-religious-education-primary-teaching-resources/planit-religious-education-primary-teaching-resources-year-one/planit-religious-education-primary-teaching-resources-year-one-caring-for-others</a></p> <p>Who am I am? What do I believe? Who are my heros? What questions puzzle me? Can you have a religion without God?</p>	<p>Through retelling, book looks, pupil voice, photographs, annotations and observations</p> <ul style="list-style-type: none"> <li>• Be able to talk about different religions and how we can live together kindly.</li> <li>• Be able to talk about how they belong and why belonging is important?</li> <li>• Be able to talk about what it means to be a Christian in Nottingham today.</li> <li>• Be able to recall stories from the Islamic and Buddhist faith and begin to know what it is like to belong to an Islamic and Buddhist family.</li> <li>• Be able to express what they believe and who they are?</li> </ul>



		<ul style="list-style-type: none"><li>• Be able to express my views by asking and answering questions.</li></ul>
<p>Throughout the year in story time:</p> <p><b>1.3 Stories of Jesus</b> <b>1.5 Begin to know some of the leaders in these stories</b> <b>1.8 Christian Stories</b></p> <p><b>What stories do people love to tell?</b> Read a range of stories from different religions/beliefs. Eg. Hindu, Buddhist, Christian, Jewish, Islam, Sikh, humanist, multicultural</p>		