

Year 2 Brief Overview R.E

Y2	Theme	Enquiry Questions	Religion	Intentions	Implementation	Impact
Autumn 1	Leaders	What makes some people inspiring to others? Moses and Saint Peter	Christians Jewish people Non-religious worldviews such as Humanism	<p>Knowledge: Learn some stories of Moses (e.g. Baby in the bulrushes, prince who ran away, burning bush, ten plagues, parting of red sea, ten commandments). Find out he is a great leader for the Jewish people. Learn some stories about Jesus and Saint Peter (e.g. Jesus calls Peter to follow him, Peter recognises Jesus as the Messiah, Jesus washes Peter's feet, Peter denies Jesus, Peter becomes the first leader of the Christians.) Find out about Peter as a Christian leader. Consider what makes a good leader: their behaviour, examples of their wisdom and rules for living harmoniously; the difference they made. A non-religious leader as a comparison</p> <p>Skills: Thinking and discussion skills, information gathering skills</p> <p>Key concepts and words Religion, Christian, Jewish, Torah, Bible, wise sayings, rules for living, co-operation</p>		<p>Most pupils will be able to:</p> <ul style="list-style-type: none"> -Recall and name key figures in the stories they studied, saying what they did -Recognise what is meant by describing Moses as a great leader, or St Peter as a Saint, giving examples of their leadership -Ask questions about leadership and suggest answers -Respond to the idea that Moses and St Peter were guided by God or given wisdom by God -Express an idea of their own about leadership, linking it to stories they learned -Give an example of what makes a great leader
Autumn 2	Story	Jewish and Christian stories: How and why are some stories important in religions? What can we learn from these stories, from the Torah and the Bible	Christians Jewish people Stories from non-religious world views such as humanism	<p>Knowledge: Learn Jewish and Christian stories Daniel and the Lion, Jacob, Jonah and the whale, Noah, Abraham and Sarah. Maccabbee, Brothers. Christmas Story, Gain knowledge about the Jewish Bible and the importance of the Torah</p> <p>Skills: use and develop skills of discussion, observation, information gathering and remembering. Use their factual knowledge to suggest what makes ancient stories valuable to some people today</p> <p>Key concepts and words Religion, Christian, Jewish, Humanist, synagogue, church, symbol, Torah, Bible, courage, persistence, forgiving, God, Creator</p>	<p>Talk partners-discussion Hot seating in the role of characters from stories Freeze frames from Torah readings Drawings Labelling religious items Revising questions to ask characters from stories Answering questions about God's role and meaning behind stories Art work around the meaning of light Learning a song to help remember a Jewish story Learning a dance and song to help remember a Jewish story.</p>	<p>Most pupils will be able to:</p> <ul style="list-style-type: none"> -Retell a story from the Jewish Bible skilfully -Recognise and talk about the role God plays in stories from the Jewish Bible -Suggest a meaning for the story -Ask questions about the stories they study, and suggest answers -Respond to big ideas and beliefs in the stories: does God forgive? Does God rescue? Does God create? -Express an idea of their own about some of the big questions studied -Give at least 2 examples of Bible characters who 'got it wrong' and say what happened in the story

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					<p>Writing a poem about a Jewish story.</p> <p>Acting out and discussing dilemmas in a Humanist way</p> <p>Creating a poster to demonstrate how we can demonstrate humanist values and ways of life</p>	
Spring 1	Story	<p>Jewish and Christian stories: How and why are some stories important in religions? What can we learn from these stories, from the Torah and the Bible</p>	<p>Christians Jewish people Stories from non-religious world views such as humanism</p>	<p>Knowledge: Learn Jewish and Christian stories Daniel and the Lion, Jacob, Jonah and the whale, Noah, Abraham and Sarah. Maccabee, Brothers, Christmas Story, Cain knowledge about the Jewish Bible and the importance of the Torah</p> <p>Skills: use and develop skills of discussion, observation, information gathering and remembering. Use their factual knowledge to suggest what makes ancient stories valuable to some people today</p> <p>Key concepts and words Religion, Christian, Jewish, Humanist, synagogue, church, symbol, Torah, Bible, courage, persistence, forgiving, God, Creator</p>		<p>Most pupils will be able to:</p> <ul style="list-style-type: none"> -Retell a story from the Jewish Bible skilfully -Recognise and talk about the role God plays in stories from the Jewish Bible -Suggest a meaning for the story -Ask questions about the stories they study, and suggest answers -Respond to big ideas and beliefs in the stories: does God forgive? Does God rescue? Does God create? -Express an idea of their own about some of the big questions studied -Give at least 2 examples of Bible characters who 'got it wrong' and say what happened in the story
Spring 2	Believing	<p>What do Jewish people believe about God, creation, humanity, and the natural world? What are some of the ways Jewish people show their beliefs and how they belong?</p>	<p>Jewish people</p>	<p>Knowledge: Learn some Jewish peoples' idea about God and the story of creation. Find out about the importance of Shabbat, a way of belonging, including the link between creation and Shabbat. Learn about some ways a Rabbi teaches the community about God.</p> <p>Skills: Use and develop skills of discussion, observation, information gathering and remembering. Use their factual knowledge to suggest meanings in Jewish Practice</p> <p>Key concepts and words Religion, Jewish, Judaism, synagogue, symbol, ark, Torah, bimah, Shabbat, creation story, worship, holiness, sacred</p>		<p>Most pupils will be able to:</p> <ul style="list-style-type: none"> -Recall and name some key words about Jewish beliefs (e.g. God the creator, Almighty, Eternal) -Retell the story of Genesis 1 -Suggest a meaning for the story -Recognise that different people see different meanings in the story -Ask questions about God for themselves – the bigger the better -Express an idea of their own about God -Find out more about Jewish beliefs and ways of talking about God
Summer 2	Belonging	<p>What does it mean to belong? What is it like to belong to the</p>	<p>Christianity</p>	<p>Knowledge: Learn about belonging in a family, to a school and in the community. Gain knowledge about ways of belonging in Christianity e.g. Christenings and Believers' Baptisms.</p>		<p>Most pupils will be able to:</p> <ul style="list-style-type: none"> -Retell the story of Jesus being baptised in the river Jordan

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		<p>Christian religion in Nottingham City and Nottinghamshire today?</p>		<p>Jesus' Baptism. The Golden Rule ('do to others what you would like them to do to you') and belonging to humanity Skills: Use and develop skills of discussion, observation, information gathering and remembering. Use their factual knowledge to suggest what it means to belong in various ways Key concepts and words Religion, Christian, church, Bible, symbol, Golden Rule ('do to others what you would like them to do to you'), belonging, worship, holiness, sacred</p>		<p>-Suggest some reasons why it matters to people to belong to groups and communities -Ask questions about Christenings and Believer's Baptism for themselves -Recount how a baby, child, young person or adult is welcomed into the Christian community -Express an idea of their own about belonging to God – is this important? Is it important for Christians? -Give an example of their own community life and say why it matters: what groups do you belong to? What do you like about belonging?</p>
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