

Year 2 Overview

Enquiry Question	Religion	Theme	Areas of Enquiry		Areas of Focus	Learning Objective	Spiritual, moral, social and cultural opportunities	Resources
			AT1	AT2				
Autumn 1 Is it possible to be kind to everyone all of the time? What can I learn from stories from religious traditions? Should people follow religious leaders and teachings?	Christianity	What did Jesus teach?	AT1 A Beliefs, teachings and sources AT2 F Values and commitments		Believing Behaving	We are learning to re-tell Bible stories that show kindness, and to explore how this makes Christians behave towards other people.	Moral Social	Bible Stories (New Testament): The Good Samaritan (Luke 10), The Paralyse Man (Mark 2) www.bbc.co.uk/learningzone/clips/2876.html: 'Raising the Roof' - Christ's Miracle Shoe boxes: one per group Puppets
Autumn 2 Why did God give Jesus to the world? Is God important to everyone?	Christianity	Christmas; Jesus as a gift from God	AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth		Believing	We are learning to reflect on the Christmas story and the reasons for Jesus' birth.	Spiritual Moral	'George saves the world by lunchtime': Eden Project Books Advent calendars: commercial, Christmas religious scene Props/story bag
Spring 1 How special is the relationship Jews have with God? Who do I believe I am? Does it feel special to belong?	Judaism	Passover	AT1 B Practices and ways of life AT1 F Values and commitments		Believing Belonging	We are learning to understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him.	Spiritual Cultural	Seder Plates and contents: weddings, Birthdays Birthday cake www.bbc.co.uk/learningzone/clips/5955.html: Four questions of Passover www.bbc.co.uk/learningzone/clips/6598.html: Shopping for Pesach www.bbc.co.uk/learningzone/clips/6599.html: The Passover Story Picture cards
OR								

Year 2 Overview

	Enquiry Question	Religion	Theme	Areas of Enquiry		Areas of Focus	Learning Objective	Spiritual, moral, social and cultural opportunities	Resources
				AT1	AT2				
Spring 1	Does praying at regular intervals everyday help a Muslim in his/her every day life? Who do I believe I am? Does it feel special to belong?	Islam	Prayer at home	AT1 B Practices and ways of life AT1 F Values and commitments		Believing Belonging	We are learning to explain what commitment means to us and to Muslims by knowing about how Muslims pray 5 times a day.	Spiritual Moral Cultural	'Muslims at Prayer' DVD www.bbc.com/learningzone/clips/3056 .html: Salah - Muslim Prayer The Qur'an www.bbc.co.uk/learningzone/clips/5965 .html: Muslims at Prayer
Spring 2	Is it true that Jesus came back to life again? Is God important to everyone? Are symbols better than words at expressing religious beliefs?	Christianity	Easter Resurrection	AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth		Believing	We are learning to re-tell the Easter story and understand what Jesus' resurrection means for Christians.	Spiritual	Photos of lost pet/relative (teacher to find) Pictures of nature through the seasons Items from nature e.g. leaves/buds Easter eggs Hot cross buns Childrens' Bible: Easter story, Resurrection appearances (The Walk to Emmaus, Mark 16: 12-13; The beach barbeque, John 21: 1-14 www.bbc.co.uk/learningzone/clips/the-easter-story/7023 .html
Summer 1	How important is it for Jewish people to do what God has asked them to do? Is God important to everyone? Should people follow religious leaders and teachings?	Judaism	Prayer at home	AT1 B Practices and ways of life AT2 F Values and commitments		Believing Behaving	We are learning to understand the special relationship between Jews and God and the promises they make to each other.	Spiritual Moral Cultural	Seder Plates and contents: weddings, birthdays www.bbc.co.uk/learningzone/clips/5955 .html: Four questions of Passover www.bbc.co.uk/learningzone/clips/6598 .html: Shopping for Pesach www.bbc.co.uk/learningzone/clips/6599 .html: The Passover Story
OR									

Year 2 Overview

Enquiry Question	Religion	Theme	Areas of Enquiry		Areas of Focus	Learning Objective	Spiritual, moral, social and cultural opportunities	Resources
			AT1	AT2				
Summer 1 Does going to the mosque give Muslims a sense of belonging? Does it feel special to belong? Who do I believe I am?	Islam	Community and belonging	AT1 B Practices and ways of life	AT2 D Identity, diversity and belonging	Believing Behaving	We are learning to understand why Muslims visit the mosque and to explore whether this gives them a sense of belonging.	Spiritual Cultural	Parachute: optional www.bbc.co.uk/learningzone/clips/3295.html : Prayer in a mosque 'Pathways of Belief: Islam, Hinduism and Sikhism': DVD/Video www.bbc.co.uk/learningzone/clips/3296.html : How mosques are used www.bbc.co.uk/learningzone/clips/5957.html : Wudu - Preparing for Prayer Prayer mat
Summer 2 What is the best way for a Jew to show commitment to God? Should people follow religious leaders and teachings? Is God important to everyone?	Judaism	Hajj	AT1 B Practices and ways of life	AT2 F Values and commitments	Believing Behaving	We are learning to understand different ways that Jews show their commitment to God.	Spiritual Social Cultural	Ten Commandments list www.bbc.co.uk/learningzone/clips/486.html : Judaism at Home www.bbc.co.uk/learningzone/clips/6597.html : Meet a Jewish Family www.bbc.co.uk/learningzone/clips/7469.html : Bar-Mitzvah www.jewfaq.org/613.html : Doing Good and Helping Others www.wjr.org.uk : Doing good in the world could be a way of showing a commitment to God www.bbc.co.uk/learningzone/clips/485.html : The Synagogue www.bbc.co.uk/learningzone/clips/3651.html : The Shema
OR								
Summer 2 Does completing Hajj make a person a better Muslim? Does it feel special to belong? Is God important to everyone?	Islam	Hajj	AT1 B Practices and ways of life	AT2 F Values and commitments	Believing Behaving	We are learning to understand what happens during Hajj and to explore the importance of this to Muslims.	Spiritual Moral Cultural	Small suitcase and Teddy, camera, map, invitation, greetings card, present, money and ticket (might be useful for this topic). Mystery suitcase - Hajj robes, map of Mecca, Qur'an, small stones, water, umbrella, picture of Grand mosque in Makkah www.bbc.co.uk/learningzone/clips/6236.html : Hajj Pilgrimage www.bbc.co.uk/learningzone/clips/3258.html : Day 1 of Hajj www.bbc.co.uk/learningzone/clips/3259.html : Day 2 of Hajj www.bbc.co.uk/learningzone/clips/3261.html : Day 3 of Hajj

Year 2 My Learning Progress

(Please highlight both **AT1 (blue)** and **AT2 (red)** for each enquiry)

Name:

Class:

Year 2 Autumn 1	Is it possible to be kind to everyone all of the time?	Comments
Level 1	<p>AT1 I can remember something Jesus said or did to be kind.</p> <p>AT2 I can say if I think Christians should be kind.</p>	
Level 2	<p>AT1 I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness.</p> <p>AT2 I can say if I think Christians should be kind and give a reason.</p>	
Level 3	<p>AT1 I can tell you some ways Christians try to follow Jesus' example of being kind.</p> <p>AT2 I can say why I think Christians should be kind and understand why this might sometimes be difficult.</p>	

Year 2 Autumn 2	Why did God give Jesus to the World?	Comments
Level 1	<p>AT1 I can remember some of the Christmas story.</p> <p>AT2 I can start to say why Christians think God gave Jesus to the world.</p>	
Level 2	<p>AT1 I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God to the world.</p> <p>AT2 I can give a reason why Christians think God gave Jesus to the world.</p>	
Level 3	<p>AT1 I can explain how Jesus coming to the world shows Christians they should love/help people and the world.</p> <p>AT2 I can reflect on whether God should send Jesus again, now.</p>	

Year 2 Spring 1	How important is it for Jewish people to do what God asks them to do?	Comments
Level 1	<p>AT1 I can use the right vocabulary to tell you something Jews do at part of their religious practice.</p> <p>AT2 I can start to say what I think is the most important thing Jews do to show they are doing what God asks.</p>	
Level 2	<p>AT1 I can talk about the Seder meal, or another Jewish practice, with some detail.</p> <p>AT2 I can suggest what I think are the most and least important things Jews do that God asks them to do and add at least one reason.</p>	
Level 3	<p>AT1 I can describe some of the things Jews choose to do to show respect for God.</p> <p>AT2 I can give reasons why I think certain things are more or less important for Jews to do to show they respect God.</p>	

Year 2 My Learning Progress

(Please highlight both **AT1 (blue)** and **AT2 (red)** for each enquiry)

Name:

Class:

Year 2 Spring 1	Does praying at regular intervals everyday help a Muslim in his/her everyday life?	Comments
Level 1 AT1 AT2	I can remember some things about Muslim prayer. I can tell you one way praying 5 times a day may help a Muslim.	
Level 2 AT1 AT2	I can use the right words to describe how Muslims pray and begin to explain why they do this. I can start to think through how praying 5 times a day might help in some ways more than others.	
Level 3 AT1 AT2	I can describe the Muslim prayer routine and explain how they believe this helps them in their everyday lives. I can decide on 3 way Muslims might be helped in their everyday lives by praying 5 times a day, and can explain my reason for one of these.	

Year 2 Spring 2	Is it true that Jesus came back to life again?	Comments
Level 1 AT1 AT2	I can recall parts of the Easter story. I can talk about what I think happened to Jesus (box 4).	
Level 2 AT1 AT2	I can recall what Christians believe happened on Easter Sunday. I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion.	
Level 3 AT1 AT2	I can tell you about the Christian belief in Jesus' resurrection and start to explain why this is so important to them. I can tell you a different explanation as to what might have happened to Jesus after the empty tomb and begin to explain what Christians believe about Jesus' resurrection. I can add my own thoughts about this.	

Year 2 Summer 1	How special is the relationship Jews have with God?	Comments
Level 1 AT1 AT2	I can remember a story about a person important to Jews. I can talk about an agreement Jewish people make with God and say if this is important.	
Level 2 AT1 AT2	I can tell a story and say about Abraham or Moses why he is so important to Jews. I can start to explain the significance of one thing Jews do and say how it shows their special relationship with God.	
Level 3 AT1 AT2	I can start to explain what makes Jewish people believe they have a special relationship with God and understand the roles of Abraham and Moses in this. I can tell you some of the ways Jewish people express their special relationship with God and start to understand how special that might be for them.	

Year 2 My Learning Progress

(Please highlight both **AT1 (blue)** and **AT2 (red)** for each enquiry)

Name:

Class:

Year 2 Summer 1	Does going to the mosque give Muslims a sense of belonging?	Comments
Level 1	<p>AT1 I can use the right words to describe what Muslims do and feel when they attend prayer at the mosque.</p> <p>AT2 I can start to explain when Muslims might feel like they belong.</p>	
Level 2	<p>AT1 I can explain what happens when Muslims pray alone or at the mosque.</p> <p>AT2 I can talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be.</p>	
Level 3	<p>AT1 I can describe how a Muslim achieves a sense of belonging through praying.</p> <p>AT2 I can put myself in a Muslim's position and say if I would prefer to pray alone or with other Muslims at a mosque and give a reason why.</p>	

Year 2 Summer 1	What is the best way for a Jew to show commitment to God?	Comments
Level 1	<p>AT1 I can use the right names for things that are special to Jews.</p> <p>AT2 I can start to express an opinion about what might be important to Jews.</p>	
Level 2	<p>AT1 I can talk about one of the ways Jews show commitment to God.</p> <p>AT2 I can talk about something that is important to Jews and express understanding as to why this might be important if I were Jewish.</p>	
Level 3	<p>AT1 I can describe some ways that Jews choose to show commitment to God and am starting to understand that they may do this in different ways.</p> <p>AT2 I can express an opinion on which ways I think might be best for Jews to show their commitment to God and start to give my reasons.</p>	

Year 2 Summer 2	Does completing Hajj make a person a better Muslim?	Comments
Level 1	<p>AT1 I can use the right words to tell you about some parts of the Hajj.</p> <p>AT2 I can start to imagine how it might feel to be on the Hajj.</p>	
Level 2	<p>AT1 I can remember some of the events that happen during Hajj and start to explain why these are important to Muslims.</p> <p>AT2 I can start to think about the significance of Hajj to a Muslim.</p>	
Level 3	<p>AT1 I can start to explain how some of the events during Hajj could help Muslims feel a sense of commitment to God.</p> <p>AT2 I can start to express my opinion as to whether completing the Hajj makes someone a better Muslim, with a reason.</p>	



Discovery RE Tracking Sheet

Children's names	Teacher:			Class:			Academic Year:			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Enquiry:	Enquiry:	Enquiry:	
	Enquiry:	Enquiry:	Enquiry:	Enquiry:	Enquiry:	Enquiry:	AT1	AT2	AT1	AT2
	AT1 1 2 3	AT2 1 2 3	AT1 1 2 3	AT2 1 2 3	AT1 1 2 3	AT2 1 2 3	AT1 1 2 3	AT2 1 2 3	AT1 1 2 3	AT2 1 2 3
	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3

Key Stage 1

Medium Term Planning

Year: 2		Term: Autumn 1	
Theme: What did Jesus teach?		Religion: Christianity	
Key question for this enquiry: Is it possible to be kind to everyone all of the time?			
Learning Objectives: We are learning to re-tell Bible stories that show kindness, and to explore how this makes Christians behave towards other people.			
Areas of enquiry selected		Areas of focus	
AT1 Strand A B C	AT2 Strand D E F	Believing/Behaving	
Teaching and Learning Activities			
<p>Step 1 Engagement (1 lesson) AT2 (p) Circle Time: What does it mean to be kind? Who are you kind to? Who is it easy to be kind to? Do you think you are a kind person? What makes it tricky for you to be kind? Is it possible to be kind to everyone all of the time? Puppet scenario with a puppet having done something wrong by hurting a friend. How does he feel? What could he do now? How does the hurt puppet feel? Was the puppet right to hurt the other one? Tell the children the rest of the scenario, explaining what the other puppet had done prior to this act, e.g. the puppet pushed his friend over as he had said unkind words to him. Should the puppet have done this? How did it feel to be on the receiving end? Children to make a Conscience Alley, deciding what the puppet could/should have done. The class forms two lines facing each other. One person (the teacher or a participant) takes the role of the protagonist and walks between the lines as each member of the group whispers their advice. When the protagonist reaches the end of the alley, they make their decision. Qu: Is it easy to be kind all of the time?</p>			
<p>Step 4 Expression (1 lesson) AT2 (p) Revisit Session 1 - What does it mean to be kind? Listening to Jesus' teachings, do you think you are kind to everyone all of the time or is this something you need to work on? How can you be a better friend? Can we work on being kind to everyone in our class all of the time? Make a Kindness Charter or poems reflecting how to be kind and read one each morning in the class reflection time.</p>		<p>BRIDGE: KINDNESS ↓</p>	
<p>Step 3 Evaluation (1 lesson) AT2 (imp) Revisit key question: Is it possible to be kind to everyone all the time? Jesus tells Christians to be kind to everyone. How do they achieve this? Possible Christian visitor (e.g. Salvation Army/Christian Aid) to discuss how Jesus' teachings affect their day to day life now. Use assessment task sheet. Children complete each of the 2 boxes.</p>		<p>Step 2 Investigation (3 lessons) AT1 Introduce key question: Jesus taught us to be kind to everyone but is it possible to be kind to everyone all the time? Tell the story of The Kind Man (The Good Samaritan, Luke 10: 25-37). Show the children pictures from the story and ask them which part of the story they think is the most important and why? Qu: Is it easy to be kind to someone you don't know? Qu: Why do you think Jesus told this story (parable)? Teach the children that one of Jesus' most important teachings was 'Love your neighbour as yourself' (Mark 12:28-31). Discuss what this means and what it might look like in everyday life. Tell the children that you are going to read some statements that might be ways to be kind to people and show love. Ask them to stand if they agree. If they disagree they should sit down. Relate each example back to the idea of loving your neighbour: - Mummy asks you to help her lay the table. You are watching TV so it's okay not to help. - A new child has started in your class and you ask them to play a game with you at playtime. - It's your birthday and you have given sweets to the class. You don't give them to a child who said an unkind word to you yesterday. Activity: Children to draw the part of the story of The Kind Man which they think is the most important and write why. Explain to the children that in the previous lesson we heard one of Jesus' stories about being kind. Today we are going to listen to/watch another story which is about Jesus acting in a kind way. Tell the story of Jesus healing the Paralysed Man (Mark 2: 1-12) or watch animation www.bbc.co.uk/learningzone/clips/raising-the-roof/2876.html Who showed kindness in the story? Jesus? The man's friends? The crowd? What message does this story give us? Why do you think Jesus showed kindness to someone he didn't know? Children to draw and write a simple storyboard, showing the events of the story. What do these stories teach us about how we should treat others? In groups, children to have a shoe box and either small world figures or make their own props and act out the story of Jesus healing the paralysed man. Children could decide their own script or make speech bubbles for the characters. AT2(p) Task: Activity: Children to think about one of the stories they have heard and then make up their story which they think demonstrates when it was difficult for someone to show kindness, but they overcame this. What would Jesus want a Christian to do in this situation?</p>	
Evidence in Discovery RE Journals: Assessment Task Sheet from Lesson 5 (Step 3)			

SMSC	Spiritual	Moral	Social	Cultural
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Skills and attitudes focus for this enquiry

Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open- mindedness	Attitudes Self- awareness

Levelled learning outcomes, differentiated for this group from the 'I can' statements

AT1 and AT2	
Level 1	I can remember something Jesus said or did to be kind. I can say if I think Christians should be kind.
Level 2	I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness. I can say if I think Christians should be kind and give a reason.
Level 3	I can tell you some ways Christians try to follow Jesus' example of being kind. I can say why I think Christians should be kind and understand why this might sometimes be difficult.

Resources needed for this Enquiry:

Bible Stories (New Testament): The Good Samaritan (Luke 10), The Paralysed Man (Mark 2)
www.bbc.co.uk/learning_zone/clips/2876.html: 'Raising the Roof' - Christ's Miracle
 Shoe boxes: one per group
 Puppets

Teacher reflection on this unit

WWW (What went well)	EBI (Even better if)
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Year 2: Autumn 1 - Christianity

Enquiry: Is it possible to be kind to everyone all of the time?

These are examples of the style of answer for each level. The content could be different.

Level 1

AT1 - Jesus was kind to the man who could not walk and He made him walk again when his friends lowered him through the roof.

AT2 - I think Christians should be kind to people and animals.

Level 2

AT1 - Jesus was kind to the man who was paralysed (could not walk) because He used His power to help him walk again. The man's friends brought him to Jesus and it was so busy they had to let him down through the roof so Jesus would notice him.

AT2 - I think Christians should be kind because Jesus told them to in His stories (like the story of the Kind Man).

Level 3

AT1 - Jesus was kind to the paralysed man, He helped him walk again. This meant he could make a new start in life. Christians believe they should help others make the best of their lives too. The lady from the Salvation Army is kind because she gives soup to homeless people. I think Jesus would be proud of her.

AT2 - Christians should be kind because Jesus was kind, like when He made the paralysed man walk again, but sometimes it is hard because people hurt your feelings and make you angry.



Note to teacher: The pupil self-assessment sheet can be used with each enquiry at the teacher's discretion. The sheet on the following page can be photocopied

Pupil Self-Assessment

Enquiry:		
Name:	Class:	Term:
I learnt...		
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		
I enjoyed...		
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		

I wonder...

Key Stage 1

Medium Term Planning

Year: 2		Term: Autumn 2	
Theme: Christmas - Jesus as a gift from God		Religion: Christianity	
Key question for this enquiry: Why did God give Jesus to the World?			
Learning Objectives: We are learning to reflect on the Christmas story and the reasons for Jesus' birth.			
Areas of enquiry selected		Areas of focus	
AT1 Strand A B C	AT2 Strand D E F	Believing	
Teaching and Learning Activities			
<p>Step 1 Engagement (1 lesson) AT2 (p) Make a list of superheroes and talk about reality and fiction. Read the story 'George saves the world by lunchtime' (Eden Project Books). Why did George need to save the world? What problems does the world face? How can they be solved? Can they be solved by super heroes like spiderman? What props would you need to save the world e.g. flying cape, magic wand, magical powers to be kind and loving? Why not? Explain to the children that Christians believe that God sent Jesus to save/help the world and they look forward to Christmas as the time of his birth. (Make sure Jesus is not seen as a superhero by emphasising that God thought the world needed someone to 'save it' so Jesus came to help people see what they could do to make the world better.)</p>			
BRIDGE: LOVE ↓			
<p>Step 4 Expression (1 lesson) AT2 (p) Discuss what we have learnt about Christians' beliefs about Christmas and the reason for Jesus' arrival on Earth. Christians believe Jesus came to teach everybody to love one another and be kind to each other. Qu: How do I show love to the world? Activity: Children to fill in another heart template and finish the sentence: I show love to the world by....</p>		<p>Step 2 Investigation (3 lessons) AT1 Recap the Christian belief that God gave Jesus to the world to save/help it. Does the world need to be saved/helped? Look at problems in the world, using pictures from the book 'George saves the world by lunchtime' and other examples. Who has caused these problems? Recap that Christians believe that God sent Jesus to save/help the world and they look forward to Christmas as a time of his birth. Discuss how Christians prepare/look forward to Christmas? Use two Advent calendars, one commercial, the other depicting a traditional Christmas scene. Which ones are about the Christian story of Christmas? Tell the Christmas story, using props/story bag and then look again at the Advent Calendars and discuss which are represented in the story. When baby Jesus was visited in the Christmas story did He have a wand/ flying cape/ magical powers? If not, how was He going to save/help the world? What was God's plan? Recap Bible stories we have shared that show examples of Jesus showing love and kindness, e.g. story of paralysed man, story of Story of Zacchaeus, etc. What was Jesus teaching through His actions? Draw out that Jesus came to teach everybody to love one another and be kind to each other and in this way the world would become a better place. 'Love your neighbour as yourself' (Mark 12:28-31).</p>	
<p>Step 3 Evaluation (1 lesson) AT2 (imp) Revisit key question: Why did God give Jesus to the world? Discuss how God wanted Jesus to save/help the world, not by himself, but by teaching others to love each other and their world. Activity: Children fill in the first 2 heart templates: 1) My picture of the Christmas story 2) Christians believe God gave Jesus to the world so that...</p>			
<p>Evidence in Discovery RE Journals: Children to fill in the three heart templates 1) My picture of the Christmas story 2) Christians believe God gave Jesus to the world so that... 3) Should God send Jesus again, now?</p>			

SMSC	Spiritual	Moral	Social	Cultural
Skills and attitudes focus for this enquiry				
	Step 1 Engagement Skills Interpretation Empathy Attitudes Curiosity Appreciation Wonder	Step 2 Investigation Skills Investigation Application Attitudes Critical awareness	Step 3 Evaluation Skills Discernment Analysis Evaluation Attitudes Open-mindedness	Step 4 Expression Skills Expression Reflection Synthesis Attitudes Self-awareness
Levelled learning outcomes, differentiated for this group from the 'I can' statements				
AT1 (A) Beliefs, teachings and sources and AT2 (E) Values and commitments				
Level 1	I can remember some of the Christmas story. I can start to say why Christians think God gave Jesus to the world.			
Level 2	I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God to the world. I can give a reason why Christians think God gave Jesus to the world.			
Level 3	I can explain how Jesus coming to the world shows Christians they should love/help people and the world. I can reflect on whether God should send Jesus again, now.			
Resources needed for this Enquiry:				
'George saves the world by Lunchtime': Eden Project Books Advent calendars: commercial, Christmas religious scene Props/story bag				
Teacher reflection on this unit				
WWW (What went well)			EBI (Even better if)	

Year 2: Autumn 2 - Christianity
Enquiry: Why did God give Jesus to the World?

**Christians believe
God gave Jesus
to the world so that...**

**My picture of the
Christmas story**

**Should God send
Jesus again, now?**

Year 2: Autumn 2 - Christianity

Enquiry: Why did God give Jesus to the World?

These are examples of the style of answer for each level. The content could be different.

Level 1

AT1 - God gave Jesus to the world. He was born in a stable. Shepherds and wise men came to bring Him presents.

AT2 - God gave Jesus to the world so that He could save it/help people.

Level 2

AT1 - Jesus was born in a stable in Bethlehem because His mother and father, Mary and Joseph had to go there on a donkey. Wise men followed a star to find Him and gave Him special presents like gold. God gave Jesus to the world so that He could show people how to look after each other and how to love their neighbours.

AT2 - Christians think God gave Jesus to the world so that He could save it and make it a better place by teaching people to be kind to each other.

Level 3

AT1 - Christians believe God sent Jesus to the world to set a good example about how they should treat one another.

AT2 - I think there are so many wars in the world that God should send Jesus soon so that He could stop people fighting.

Key Stage 1

Medium Term Planning

Year: 2		Term: Spring 1	
Theme: Passover		Religion: Judaism	
Key question for this enquiry: How important is it for Jewish people to do what God asks them to do?			
Learning Objectives: We are learning to understand how celebrating Passover helps Jews show God they value their special relationship with Him.			
Areas of enquiry selected		Areas of focus	
AT1 Strand A B C	AT2 Strand D E F	Believing/Behaving	
Teaching and Learning Activities			
<p>Step 1 Engagement (1 lesson) AT2 (p) Being mindful of allergies, etc. offer children a piece of birthday cake or other food that has celebratory significance to the teacher. Why is this food special? When is it eaten? Show children some pictures of special celebration meals and ask them to guess what is being celebrated/remembered. Why is food important on these occasions? What is their favourite celebration meal? What did they eat? How did it feel to be part of it? Do they all give the same answers? Can they respect each other's right to have different answers?</p>			
BRIDGE: RESPECT ↓			
<p>Step 4 Expression (1 lesson) AT2 (p) Children either design a menu or draw themselves a special meal and add key words to show how they felt and what was being celebrated/remembered when they had this meal.</p>		<p>Step 2 Investigation (3 lessons) AT1 Introduce the key question: How important is it for Jewish people to do what God asks them to do? Teach about a special meal Jewish families have once a year at the Festival of Passover: the Seder meal. Re-tell the story of the Exodus from Egypt under Moses and make sure children know it was God who allowed the Israelites to be free from slavery. On the night they escaped He asked them to remember this night forever and gave them certain instructions i.e. told them to eat certain things, daub blood on their doorsteps, etc. Why was it important that they did as God asked that night? Passover and the Seder meal are one way Jews remember their special relationship with God. They do as He asked and celebrate Passover to remember the Exodus. Teach the symbolism of the items on the Seder plate and about the meal, etc. www.bbc.co.uk/learningzone/clips/the-four-questions-of-passover/5955.html www.bbc.co.uk/learningzone/clips/shopping-for-pesach/6598.html www.bbc.co.uk/learningzone/clips/the-passover-story/6599.html What do the ways Jews celebrate Passover tell us about how important it is for them to do as God asks? Why do Jews choose to do as God asks? Re-enact a Seder meal or at least let children make and taste some of the items on the Seder plate e.g. the parsley and the charoset (pronounced horoset) maybe with matzo crackers. A Jewish visitor could discuss how s/he respects the special relationship s/he has with God and how s/he tries to show this in her/his life. Recap on the special relationship/covenant Jews have with God, started with Abraham (Autumn 1) and what other ways can children think of that Jews do as God asks: mezuzah/prayer shawls/sabbath laws, etc. All this can be found in Exodus and Leviticus (Old Testament/Torah). You could use the picture cards as a group activity to generate discussion before children complete the assessment task next lesson.</p>	
<p>Step 3 Evaluation (1 lesson) AT2 (imp) Recap on the learning of the investigation lessons. Children rank order cards with pictures/ words relating to the things Jews do that God asks them to do e.g. Passover/Seder/Kashrut, etc. Children rank these in order of which they think would be most important to Jews in order to show God they are doing as He asks. They write reasons why Jews choose to do these things and how important this would be to Jews next to the top and bottom cards why they think this would be most or least important (may need scribe to help).</p>			
Evidence in Discovery RE Journals: Stick in rank order cards and write reasons in journal next to their 4 chosen cards.			

SMSC	Spiritual	Moral	Social	Cultural
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Skills and attitudes focus for this enquiry

Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness

Levelled learning outcomes, differentiated for this group from the 'I can' statements

AT1 (B) Practices and ways of life and AT2 (E) Meaning, purpose and truth	
Level 1	I can use the right vocabulary to tell you something Jews do at part of their religious practice. I can start to say what I think is the most important thing Jews do to show they are doing what God asks.
Level 2	I can talk about the Seder meal, or another Jewish practice, with some detail. I can suggest what I think are the most and least important things Jews do that God asks them to do and add at least one reason.
Level 3	I can describe some of the things Jews choose to do to show respect for God. I can give reasons why I think certain things are more or less important for Jews to do to show they respect God.

Resources needed for this Enquiry:

Seder Plates and contents: weddings, birthdays

Birthday cake

Picture cards of Jewish practices

www.bbc.co.uk/learningzoneclips/5955.html: Four questions of Passover

www.bbc.co.uk/learningzoneclips/6598.html: Shopping for Pesach

www.bbc.co.uk/learningzoneclips/6599.html: The Passover Story

Teacher reflection on this unit

WWW (What went well)

EBI (Even better if)

Year 2: Spring 1 - Judaism

Enquiry: How important is it for Jewish people to do what God asks them to do?

Name:

Class:

Order the things the Jews do that God asks them to do, from most important to least important.

Explain your reasons for your most important and your least important choices.

Most important		<p>I think it is important for Jews to do this because...</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
↑		<p>This is a picture of...</p> <p>.....</p> <p>Jews choose to... ..</p> <p>.....</p> <p>because</p> <p>.....</p>
↑		<p>This is a picture of...</p> <p>.....</p> <p>Jews choose to... ..</p> <p>.....</p> <p>because</p> <p>.....</p>
Least important		<p>I think it is least important for Jews to do this because...</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>





Year 2: Spring 1 - Judaism

Enquiry: How important is it for Jewish people to do what God asks them to do?

These are examples of the style of answer for each level. The content could be different.

Level 1

AT1 - I think praying is important because then Jews are talking to God. Jewish boys often wear prayer shawls and Kippahs.

AT2 - I think it is important for Jews to touch the little box on their doors.

Level 2

AT1 - At Passover Jews eat charoset and matzo crackers to remember their ancestors who were slaves in Egypt.

AT2 - I think the most important thing Jews can do to show they are doing what God asks is to celebrate Passover, because they are remembering how God set the slaves free and that's a big thing.

Level 3

AT1 - I think praying every day would be the best way Jews could show respect for God as they will be talking to Him. I also think having a Seder meal every year shows they are doing what He asks by remembering getting free.

AT2 - I don't think eating a charoset and matzo crackers is that important for Jews to show respect for God. I think it is more important for them to show God they respect His creation by planting trees and looking after animals.

Key Stage 1

Medium Term Planning

Year: 2		Term: Spring 1	
Theme: Prayer at home		Religion: Islam	
Key question for this enquiry: Does praying at regular intervals everyday help a Muslim in his/her everyday life?			
Learning Objectives: We are learning to explain what commitment means to us and to Muslims by knowing about how Muslims pray 5 times a day.			
Areas of enquiry selected		Areas of focus	
AT1 Strand A B C	AT2 Strand D E F	Belonging/Behaving	
Teaching and Learning Activities			
<p>Step 4 Expression (1 lesson) AT2 (p) Children to think about a goal they want to commit to. How can we reach our goal? E.g. hard work, commitment. Draw a picture of themselves achieving the goal with 3 key words to express how it feels to have achieved it. Link to Jigsaw - Dreams and Goals Puzzle www.jigsawpshe.com .</p>		<p>Step 1 Engagement (1 lesson) AT2 (p) Explain to the children that today we are going to make a real effort to keep fit. During the day we are going to stop what we are doing when I ring the chime/bell, face the same way and keep fit to music. We will do this 5 times during the day and each time we will do a different exercise. We all choose to do this because we believe it's important to keep fit and we are making a commitment. At end of day - ask questions How did you feel? Did it interrupt your day? Did you find it easier to learn afterwards? Would you choose to do that every day? NB: If possible repeat this exercise every day for the week. (You are trying to establish that it takes a lot of effort and commitment to exercise 5 times every day.)</p>	
<p>Step 3 Evaluation (1 lesson) AT2 (imp) Introduce key qu: Does praying at regular intervals everyday help a Muslim in his/her everyday life? Recap on the learning of the investigation. Task 1: In the box, children draw/write what they remember about the Muslim prayer routine. Task 2: Children cut out 3 bubbles and stick on the task sheet i.e. the 3 things they think praying 5 times a day would help muslims with. Explain their reasons next to one bubble. Then complete the last box: Why might praying 5 times a day be difficult?</p>		<p>BRIDGE: COMMITMENT ↓</p> <p>Step 2 Investigation (3 lessons) AT1 Explain to the children that we showed a real commitment to keeping fit. Run through the routine, recapping the way we faced, the call to exercise (bell/chime), doing it regularly, etc. Show children a DVD of Muslims praying (without sound). Qu: what are these people doing? Draw out similarities between our exercise routine (physical movement, facing the same way, all moving together, etc). Teach children that these people are Muslims and they are praying. Children to practise the different prayer postures. How would you feel doing this five times a day? www.bbc.co.uk/learningzone/clips/salah-muslim-prayer/3056.html Teacher to lead a stilling exercise and children to focus on a piece of work or a calm picture. Discuss with the children about how calming your mind can help you to focus and still your busy thoughts (see Calm Me exercises in Jigsaw. www.jigsawpshe.com). Watch DVD prayer extract again (with sound) to show children as well as the postures, prayers are being said to focus on God (Allah) and talk to him. Ask children how would this help a Muslim to focus? Through learning about Muslim prayer, teach who, when, where, what, why? (Because God has asked them to and it says this in the holy book, the Qur'an). Possibly talk to a Muslim visitor about prayer or watch the clip. http://www.bbc.co.uk/learningzone/clips/salah-muslim-prayer/3057.html Using a picture of the different stages, label what each action symbolises and why it is significant. What impact might praying five times a day have on a Muslim's daily life? Children to watch an extract of a Muslim family talking about prayer. http://www.bbc.co.uk/learningzone/clips/muslim-prayer/5965.html</p>	
Evidence in Discovery RE Journals: Stick the completed task sheet in their journals.			

SMSC	Spiritual	Moral	Social	Cultural
Skills and attitudes focus for this enquiry				
	Step 1 Engagement Skills Interpretation Empathy Attitudes Curiosity Appreciation Wonder	Step 2 Investigation Skills Investigation Application Attitudes Critical awareness	Step 3 Evaluation Skills Discernment Analysis Evaluation Attitudes Open-mindedness	Step 4 Expression Skills Expression Reflection Synthesis Attitudes Self-awareness
Levelled learning outcomes, differentiated for this group from the 'I can' statements				
AT1 (B) Practices and ways of life and AT2 (F) Values and commitments				
Level 1	I can remember some things about Muslim prayer. I can tell you one way praying 5 times a day may help a Muslim.			
Level 2	I can use the right words to describe how Muslims pray and begin to explain why they do this. I can start to think through how praying 5 times a day might help in some ways more than others.			
Level 3	I can describe the Muslim prayer routine and explain how they believe this helps them in their everyday lives. I can decide on 3 way Muslims might be helped in their everyday lives by praying 5 times a day, and can explain my reason for one of these.			
Resources needed for this Enquiry:				
'Muslims at Prayer' DVD www.bbc/learningzone/clips/3056.html : Salah - Muslim Prayer The Qur'an www.bbc.co.uk/learningzoneclips/5965.html : Muslims at Prayer				
Teacher reflection on this unit				
WWW (What went well)		EBI (Even better if)		

Year 2: Spring 1 - Islam

Enquiry: Does praying at regular intervals help a Muslim in his/her everyday life?

Name:

Class:

I know about the Muslim prayer routine

.....

.....

.....

Praying 5 times a day helps Muslims to...

Praying helps this because

.....

.....

.....

.....

.....

.....

.....

I think praying 5 times a day might be difficult because...

.....

.....

Year 2: Spring 1 - Islam

Enquiry: Does praying at regular intervals help a Muslim in his/her everyday life?

Cut out the bubbles and stick into the circles on the task sheet. Does praying 5 times a day help Muslims do any of these things?

concentrate

talk to God

feel calm

be good

**do well
at school**

keep fit

learn to cook

make friends

Year 2: Spring 1 - Islam

Enquiry: Does praying at regular intervals help a Muslim in his/her everyday life?

These are examples of the style of answer for each level. The content could be different.

Level 1

AT1 - Muslims pray five times a day. God told them to do this. They kneel down, then lay down, then stand up and they talk to God.

AT2 - Praying would help Muslims be good.

Level 2

AT1 - Muslims pray because it helps them focus and remember that God gave them everything. They face Mecca and pray to Allah and do this five times a day.

AT2 - If I was a Muslim praying five times a day, I think it would help me think about God instead of always thinking of my own stuff, like football. I think it probably helps Muslims feel calm but might be hard to do if they were at school.

Level 3

AT1 - Muslims pray five times a day because they have a timetable. This helps them remember God and all He has done for them and not get carried away with their own stuff. The timetable means they won't forget God. They face Mecca when they hear the call to prayer. Before they pray they have to be clean so they wash their head, hands, arms and feet.

AT2 - I think praying 5 times a day would help Muslims talk to God, be good and feel calm because going through the movements and saying the right prayers would help them feel they are doing what Allah wants them to do.

Key Stage 1

Medium Term Planning

Year: 2		Term: Spring 2	
Theme: Easter - Resurrection		Religion: Christianity	
Key question for this enquiry: Is it true that Jesus came back to life again?			
Learning Objectives: We are learning to re-tell the Easter story and understand what Jesus' resurrection means for Christians.			
Areas of enquiry selected		Areas of focus	
AT1 Strand A B C	AT2 Strand D E F	Believing	
Teaching and Learning Activities			
<p>Step 4 Expression (1 lesson) AT2 (p) Discuss how it's okay to believe in different things. There's no right or wrong answer. Christians believe Jesus came back to life to show them that there is life after death in heaven and Christians therefore celebrate this. The Easter egg is a symbol of new life to remind them of this and Christians send Easter cards to celebrate.</p> <p>Activity: Make cards to show their own ways of symbolising new life. Add a personalised message to a special person.</p>		<p>Step 1 Engagement (1 lesson) AT2 (p) Share a story (maybe a personal example using a photo of a lost pet/relative) with the children about what happens when we die (alternatively start with seasons, reflecting how nature dies in the winter and returns to life in the spring). Reassure children and discuss children's beliefs, including heaven if that is what they come up with. Talk about how, even if we can't see the person, we can see them inside our head and in our memories. Questions: Have you ever lost a pet or someone close to you? How do you help yourself remember them? How do you cope with sad feelings? End lesson with happy memories.</p>	
↑		BRIDGE: RESURRECTION/HEAVEN ↓	
<p>Step 3 Evaluation (1 lesson) AT2 (imp) Show children 4 boxes, the first depicting the cross, the second depicting the tomb with the boulder and the third box empty with a small question mark. What do Christians believe happened next? Ask them to draw/write their answer (in box 3) and an alternative explanation in box 4. Can they add their own thoughts? Do they think Jesus actually came back to life? (box 4)</p> <p>Watch the Easter story to reiterate what Christians believe, e.g. www.bbc.co.uk/learningzone/clips/the-easter-story/7023.html .</p>		<p>Step 2 Investigation (3 lessons) AT1 Begin by sharing an Easter egg with the class as a symbol of Easter. Tell the children the Easter story and stop after the crucifixion. That's the end of the story - or is it?</p> <p>But it must be the end of the story as Jesus died.</p> <p>Share hot cross buns with the children as another symbol of the Easter story. Read the final part of the story and ask the key question: Is it true that Jesus came back to life again? Refer to our thoughts during the first lesson about what happens when we die. Qu: How can we find out if Jesus did come back to life? Share stories of resurrection appearances in Bible e.g. the walk to Emmaus (Mark 16:12-13) and Jesus at the beach barbecue (John 21: 1-14).</p> <p>If possible, talk to Christian visitor - what do they believe? Is it possible that Jesus was in heaven? Did He literally come back to life? Perhaps one explanation is that He was missed so much people believed they could see Him or they kept His memory in their heads very clearly. Christians have different beliefs about this but all Christians believe in Jesus' resurrection as this proves to them that they also have life after death. An Easter egg is symbol of new life.</p>	
←			
Evidence in Discovery RE Journals: Children to stick the Task Sheet in their journals and complete boxes 3 and 4 of the Easter story task, recording their own thoughts about what Christians believe happened to Jesus.			

SMSC	Spiritual	Moral	Social	Cultural
Skills and attitudes focus for this enquiry				
	Step 1 Engagement Skills Interpretation Empathy Attitudes Curiosity Appreciation Wonder	Step 2 Investigation Skills Investigation Application Attitudes Critical awareness	Step 3 Evaluation Skills Discernment Analysis Evaluation Attitudes Open-mindedness	Step 4 Expression Skills Expression Reflection Synthesis Attitudes Self-awareness
Levelled learning outcomes, differentiated for this group from the 'I can' statements				
AT1 (A) Beliefs, teachings and sources and AT2 (E) Meaning, purpose and truth				
Level 1	I can recall parts of the Easter story. I can talk about what I think happened to Jesus (box 4).			
Level 2	I can recall what Christians believe happened on Easter Sunday. I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion.			
Level 3	I can tell you about the Christian belief in Jesus' resurrection and start to explain why this is so important to them. I can tell you a different explanation as to what might have happened to Jesus after the empty tomb and begin to explain what Christians believe about Jesus' resurrection. I can add my own thoughts about this.			
Resources needed for this Enquiry:				
Photos of lost pet/relative (teacher to source) Pictures of nature through the seasons Items from nature e.g. leaves/buds Easter eggs Hot cross buns Childrens' Bible: Easter story, Resurrection appearances (the walk to Emmaus, Mark 16: 12-13; the beach barbeque, John 21: 1-14). www.bbc.co.uk/learningzone/clips/the-easter-story/7023.html				
Teacher reflection on this unit				
WWW (What went well)			EBI (Even better if)	

Year 2: Spring 2 - Christianity

Enquiry: Is it true that Jesus came back to life?

These are examples of the style of answer for each level. The content could be different.

Level 1

AT1 - Christians believe Jesus came back to life because they found an empty tomb. So Jesus had a new life and that's why there are Easter eggs.

AT2 - I think Jesus came back to life again because God worked magic.

Level 2

AT1 - Christians believe Jesus came back to life which showed He really was the Son of God. That's why some Christians wear a cross and chain and why they give each other Easter eggs. Eggs represent new life as chicks come out of them. So, when Jesus came back to life He started a new life.

AT2 - If I was a Christian I would believe that Jesus came back to life because it is written in the Bible and also because some of his followers actually saw Him. He even had a barbeque on the beach with some of His disciples. Sometimes I wonder if this was just a story though.

Level 3

AT1 - Christians believe Jesus came back to life after the crucifixion. This means He went to heaven so they can too.

AT2 - Some people think Jesus' body was kidnapped by His followers so they could give Him a funeral. Some people don't believe it at all because bodies don't come back to life when they are dead.

I wish we could come back to life because then my dog Brutus might come back and be with me because I'm not sure that dogs go heaven like my Mum says.

Key Stage 1

Medium Term Planning

Year: 2		Term: Summer 1	
Theme: The Covenant		Religion: Judaism	
Key question for this enquiry: How special is the relationship Jews have with God?			
Learning Objectives: We are learning to understand the special relationship between Jews and God and the promises they make to each other.			
Areas of enquiry selected		Areas of focus	
AT1 Strand A B C	AT2 Strand D E F	Believing/Belonging	
Teaching and Learning Activities			
<p>Step 1 Engagement (1 lesson) AT2 (p) Discuss agreements we have made, e.g. New Year's resolutions/promises/agreements, e.g. to do with chores and pocket money. What do you expect when you make an agreement/promise? How do you seal the agreement? E.g. shake hands, sign the contract. How would you feel if someone broke the agreement with you? Have you ever broken an agreement? How did you feel? What was the response? Do you need reminding about what your agreement is? If so, how? E.g. reward chart, notes. Children to make a contract with their teacher. What will the teacher promise in the contract and what will they do in return? How can we help each other remember what we have agreed in the contract, e.g. writing a scroll or charter, lighting a candle, etc?</p>			
BRIDGE: RELATIONSHIP ↓			
<p>Step 4 Expression (1 lesson) AT2 (p) Children to write their own promise about their relationship with somebody special to them and hang on the class 'promise tree'. Children could put their promises in mezuzahs they make and display these in the classroom</p>		<p>Step 2 Investigation (3 lessons) AT1 Teach the children that Jews believe that there is one God who not only created the world, but with whom every Jew can have a personal and individual relationship. Jewish history begins with the Covenant (agreement/promise) between God and Abraham around 1812 BC and Abraham is considered the founder of Judaism. Tell the Covenant (covenant/promise) story of Abraham as told in the Book of Genesis Genesis 17: 1-7. God made a special promise that He would look after Abraham and all his descendents and confirmed this by giving him and his wife a son, even though he was 99! Birth of Isaac, Genesis Ch 21: 1-8. Qu: What is the promise being made in this/these stories? Why are these stories important to Jews? What do these stories tell us about the relationship between Jews and God? God made that promise then and Jewish people believe that He has always kept His promise to look after them. Qu: What promise did the Jewish people make to God? Exodus Ch 20: 1-17. Moses was given the Ten Commandments and God asked the Jewish people to live by these as their promise to him. Possible activity to explore the Ten Commandments. Introduce key question: Do Jewish people now still have this special relationship with God? How do we know? The Jewish home: Show the children a mezuzah and explain how it is found on doorposts in Jewish homes. Explain that inside it contains a scroll with Hebrew writing and is called the Shema. The Shema is an affirmation of Judaism and a declaration of faith in one God and it says that Jewish people should love God and keep His rules. Deuteronomy Ch 6: 4 and 5. www.bbc.co.uk/learningzone/clips/the-shema/4746.html . Activity: Children can make their own mezuzah and write the Shema. This is a reminder of the Covenant between Jewish people and God.</p>	
<p>Step 3 Evaluation (1 lesson) AT2 (imp) Key Question: How special is the relationship Jews have with God? How do you know this? Give children the task cards (differentiate appropriately) and record their answers.</p>			
<p>Evidence in Discovery RE Journals: Completed task cards with children's answers (possibly scribed) to be stuck into journals.</p>			


SMSC	Spiritual	Moral	Social	Cultural
Skills and attitudes focus for this enquiry				
	Step 1 Engagement Skills Interpretation Empathy Attitudes Curiosity Appreciation Wonder	Step 2 Investigation Skills Investigation Application Attitudes Critical awareness	Step 3 Evaluation Skills Discernment Analysis Evaluation Attitudes Open- mindedness	Step 4 Expression Skills Expression Reflection Synthesis Attitudes Self- awareness
Levelled learning outcomes, differentiated for this group from the 'I can' statement				
AT1 (A) Beliefs, teachings and sources and AT2 (D) Identity, diversity and belonging				
Level 1	I can remember a story about a person important to Jews. I can talk about an agreement Jewish people make with God and say if this is important.			
Level 2	I can tell a story and say about Abraham or Moses why he is so important to Jews. I can start to explain the significance of one thing Jews do and say how it shows their special relationship with God.			
Level 3	I can start to explain what makes Jewish people believe they have a special relationship with God and understand the roles of Abraham and Moses in this. I can tell you some of the ways Jewish people express their special relationship with God and start to understand how special that might be for them.			
Resources needed for this Enquiry:				
Bible Stories (Old Testament): Covenant of Abraham (Genesis 17), Birth of Isacc (Genesis 21), Escape for Egypt (Exodus 20: 1-17)				
mezuzah				
The Shema				
www.bbc.co.uk/learningzone/clips/4746.html : Shema				
Teacher reflection on this unit				
WWW (What went well)			EBI (Even better if)	


Year 2: Summer 1 - Judaism


Key Question: How special is the relationship Jews have with God?

Name:


Class:

	<p>Why is Abraham so important to Jews?</p> <hr/> <hr/> <hr/> <hr/>
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	<p>Why is Moses so important to Jews?</p> <hr/> <hr/> <hr/> <hr/>
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	<p>How does touching the mezuzah show Jews have a special relationship with God?</p> <hr/> <hr/> <hr/> <hr/>
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	<p>How do the Ten Commandments help Jews keep a special relationship with God?</p> <hr/> <hr/> <hr/> <hr/>
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<p>David is Jewish. Write his answer to “How special is your relationship with God?”</p> 	<p>I have a special relationship with God...</p> <hr/> <hr/> <hr/> <hr/>
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Year 2: Summer 1 - Judaism

Enquiry: How special is the relationship Jews have with God?

These are examples of the style of answer for each level. The content could be different.

Level 1

AT1 - Moses is important to Jews because he found the Ten Commandments on the mountain and God told him to give them to the people.

AT2 - Jewish people try to be good and keep the Ten Commandments. They don't murder anyone and they have a special day to do no work and think about God. This is important so that God is pleased with them.

Level 2

AT1 - The story of Abraham nearly killing Isaac was a bit scary but thankfully the ram got stuck in the bushes just in time so God saved Isaac and Abraham killed the ram. This shows God doesn't want Jewish people to kill each other.

AT2 - Jews believe that they have a special relationship with God and to say thank you they try to be good and not work on the Sabbath.

Level 3

AT1 - Jews believe important people in history like Abraham and Moses taught them that God wants to look after the Jewish people as they are special to Him. He saved them from being slaves in Egypt, after all.

AT2 - When Jews go in their houses they touch the mezuzah to remember their special God. They thank God by trying to keep the Ten Commandments, by going to the Synagogue and by not eating pork. It must feel pretty special to be special to God.

Key Stage 1

Medium Term Planning

Year: 2		Term: Summer 1	
Theme: Community and Belonging		Religion: Islam	
Key question for this enquiry: Does going to the mosque give Muslims a sense of belonging?			
Learning Objectives: We are learning to understand why Muslims visit the mosque and to explore whether this gives them a sense of belonging.			
Areas of enquiry selected		Areas of focus	
AT1 Strand A B C	AT2 Strand D E F	Believing/Behaving	
Teaching and Learning Activities			
<p>Step 4 Expression (1 lesson) AT2 (p) Children to design and make their own prayer mat, thinking of what is important to them. Maybe use these for times of reflection and stilling. Qu: Where/when do you feel the strongest sense of belonging?</p>		<p>Step 1 Engagement (1 lesson) AT2 (p) Qu: Do you get a sense of belonging from being in our class? How? Can you help other people feel like they belong? Whole class activity to reinforce team experiences/sharing time together. e.g. Circle time or parachute games. Ask qu: Do I feel like I belong? Do I have a stronger sense of belonging being part of the circle? Why? Explore the idea that if we're not in our classroom do we still feel like we belong? Discuss how the feeling of belonging is inside us but we might get a stronger sense of belonging when we are in our actual classroom/school or other special place.</p>	
<p>Step 3 Evaluation (1 lesson) AT2 (imp) First show children PowerPoint slides of Muslims praying in different contexts, including Hajj. Qu: Which Muslim would feel the strongest sense of belonging? Why? Do Muslims need to be together to pray in order to have a strong sense of belonging? Do Muslims have a sense of belonging even if they are on their own praying? Are they on their own? Activity: Children to have copies of the pictures from the input and choose the one which they feel answers the key question and record in their RE Discovery Journals. Teach that Muslims believe that praying together in groups brings greater blessings than praying alone. The prophet Muhammad said, 'Prayer at home is counted once, prayer at the local mosque is equivalent to twenty-five prayers (Hadith: Sunan ibn Majah - Book of mosques and Congregations tradition number 1403).</p>		<p>Step 2 Investigation (3 lessons) AT1 Show an extract of DVD of Muslims praying in a mosque. www.bbc.co.uk/learningzone/clips/prayer-in-the-mosque/3295.html or using Pathways of Belief DVD - Islam/Hinduism and Sikhism. Explore - Who are these people? What are they doing? Where are they? Why are they doing it together? Introduce key question: Does going to the mosque give Muslims a sense of belonging? Either visit a mosque or show children a virtual tour of a mosque. Talk about mosque school and other activity, not just prayer and worship. http://www.bbc.co.uk/learningzone/clips/how-mosques-are-used/3296.html Look at different pictures of mosques, explaining that inside they all have similar things e.g. Grand mosque in Mecca/Islamic Centre in Bournemouth. Set up washing routine (wudu), in which children can participate. Muslim visitor to show children how s/he performs ritual washing before prayer. www.bbc.co.uk/learningzone/clips/preparations-for-prayer-wudu/5957.html Qu: Is it only in the mosque where Muslims pray? Look for other examples, prayer mats and compasses.</p>	
BRIDGE: BELONGING			
Evidence in Discovery RE Journals: Children to record their answer to the key question by choosing one of the pictures of Muslims praying in different contexts and explaining their reasoning. Photographs of children's individual prayer mats.			

SMSC	Spiritual	Moral	Social	Cultural
Skills and attitudes focus for this enquiry				
	Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression
	Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis
	Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness
Levelled learning outcomes, differentiated for this group from the 'I can' statements				
AT1 (B) Practices and ways of life and AT2 (D) Identity, diversity and belonging				
Level 1	<p>I can use the right words to describe what Muslims do and feel when they attend prayer at the mosque.</p> <p>I can start to explain when Muslims might feel like they belong.</p>			
Level 2	<p>I can explain what happens when Muslims pray alone or at the mosque.</p> <p>I can talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be.</p>			
Level 3	<p>I can describe how a Muslim achieves a sense of belonging through praying.</p> <p>I can put myself in a Muslim's position and say if I would prefer to pray alone or with other Muslims at a mosque and give a reason why.</p>			
Resources needed for this Enquiry:				
Parachute: optional				
www.bbc.co.uk/learningzone/clips/3295.html : Prayer in a mosque				
'Pathways of Belief; Islam, Hinduism and Sikhism': DVD/Video				
www.bbc.co.uk/learningzone/clips/3296.html : How mosques are used				
www.bbc.co.uk/learningzone/clips/5957.html : Wudu - Preparing for Prayer				
Prayer mat				
Teacher reflection on this unit				
WWW (What went well)			EBI (Even better if)	

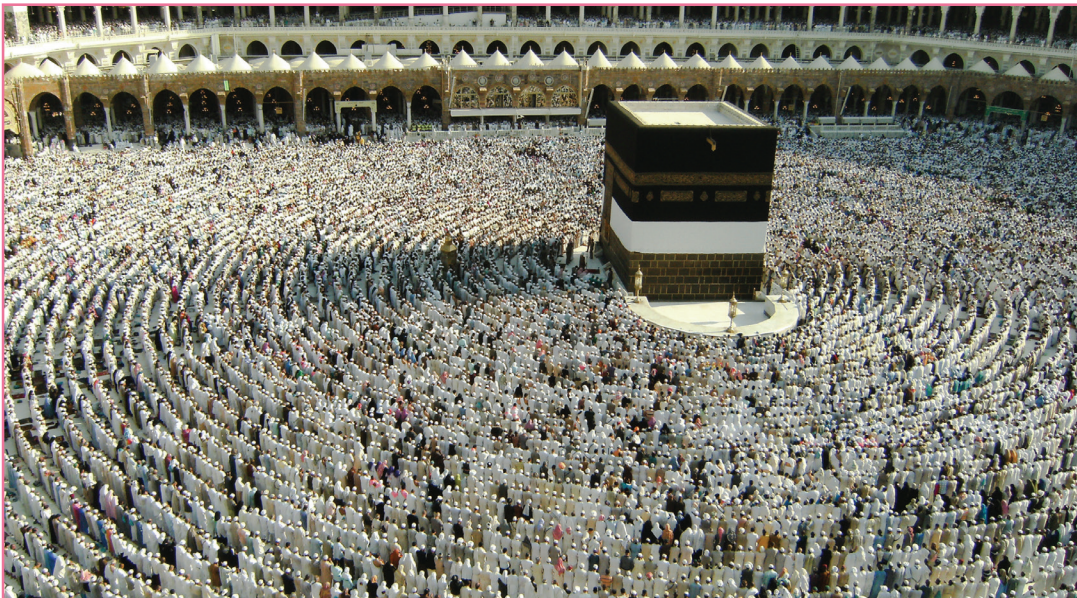
Year 2: Summer 1 - Islam

Enquiry: Does going to a mosque give Muslims a sense of belonging?

Pictures of Muslims praying in different contexts, including at work, Hajj, in a mosque, at home, on the street, etc.







Year 2: Summer 1 - Islam

Enquiry: Does going to a mosque give Muslims a sense of belonging?

Name:

Class:

What is happening in this picture?

I think that this Muslim would feel the strongest sense of belonging because ...

If I were a Muslim I would prefer to pray alone or at the mosque with others. Why?

Year 2: Summer 1 - Islam

Enquiry: Does going to a mosque give Muslims a sense of belonging?

These are examples of the style of answer for each level. The content could be different.

Level 1

AT1 - When Muslims go to the mosque they have a special wash first and then they stand in lines and pray. They wear hats and kneel down or even lie down.

AT2 - I think Muslims might feel like they belong when they go on family outings.

Level 2

AT1 - I think praying in mosques gives a sense of belonging because they are worshipping with others who feel the same. They are all lined up facing the same way, a bit like when we are in assembly, and they all believe in the same God so that must feel like belonging to the same team.

AT2 - If I were a Muslim I would rather pray at the mosque because it would feel good to have people to watch if I forgot what to do, and I think it would feel like being part of a team or a family.

Level 3

AT1 - I think praying in a mosque gives a sense of belonging because they are worshipping with others who believe and feel the same. They are also in a place specially built to worship God. Praying here shows respect to God. Knowing that all Muslims face the same way when they pray also makes them feel like they are part of a big family.

AT2 - If I were a Muslim I would feel close to God in a mosque. I would be praying with others who have the same view as me. I would want to thank God for all He has done for me, I would not want to forget Him. I think it would feel a bit like being in a whole-school celebration assembly because then there is a good atmosphere, we all have the same uniform and sing the same songs and are all in lines.

Key Stage 1

Medium Term Planning

Year: 2		Term: Summer 2	
Theme: Rites of Passage and Good Works		Religion: Judaism	
Key question for this enquiry: What is the best way for a Jew to show commitment to God?			
Learning Objectives: We are learning to understand how Jews show their commitment to God.			
Areas of enquiry selected		Areas of focus	
AT1 Strand A B C	AT2 Strand D E F	Believing/Behaving	
Teaching and Learning Activities			
<p>Step 1 Engagement (1 lesson) AT2 (p) Give the children a quiz asking them: At what age are you old enough to e.g. own a pet/get married/go to the shop on your own/ride your bike to school with your friends/make a cup of tea etc. Discuss in talking partners and feed back to class. Notice the differences in opinions. Children make a timeline of their lives so far, marking all the milestone moments when they became old enough to e.g. start nursery/start school, etc. (Could make concertina books). Then ask: when are you old enough to decide on your religion? Write up their answers and display next lesson (Bar/Bat Mitzvah). This is about being old enough to take responsibility.</p>			
<p>Step 4 Expression (1 lesson) AT2 (p) Make a similar pie chart relating to the things/beliefs/people in the children's lives they are most committed to. Colour in sections to show relative importance and around the outside write how they try to show these commitments. Children's commitments may or may not include religion/God. Display as a wheel of commitments.</p>		<p>BRIDGE: COMMITMENT ↓</p>	
<p>Step 3 Evaluation (1 lesson) AT2 (imp) Make a class list of all the ways children can think of that Jews show their commitment to God and discuss why they do this. (Covenant). Reinforce using PowerPoint slides e.g. Bar Mitzvah/tree planting. Task: Give children a circle divided into 4 sections (like a pie). First they choose the ways they think are the 4 most effective ways for Jews to show their commitment to God and draw/label each section with one of these ways. Then they colour in the sections proportionately to show which they think is the most important way (colour whole slice), next most important (colour less of slice but still a lot, etc. so that they visually represent the most to least important ways. Fill in as if you were a Jew making these decisions. Children may colour all sections fully or equally to show their thinking that all these ways are just as valid and that there is no best way. Next to each quadrant write your thinking for colouring like you have.</p>		<p>Step 2 Investigation (3 lessons) AT1 What is the best way for Jews to show commitment to God? What do we know already about how Jews show their commitment to God? Covenant: Ten Commandments/leading good life Shabbat/Seder/Synagogue/worship/Torah/ Festivals/homelife, etc. www.bbc.co.uk/learningclips486 Judaismathome www.bbc.co.uk/learningclips6597 Meet a Jewish family What else can we learn about ways Jews show their commitment to God? Bar/Bat Mitzvah www.bbclearningclips/3667 www.bbc.co.uk/learningzone/clips/bar-mitzvah/7469.html Teach about the Bar and Bat Mitzvah ceremonies and why these are important to young Jews. How do they show commitment to God? (Check children understand what commitment looks and feels like in their own lives.) Mitzvoth - doing good and helping others. Mitzvah Day (3rd Sunday in November) www.mitzvahday.org.uk There are 613 rules/suggested ways this can be done www.jewfaq.org.uk/613.htm Qu: How does it help them in their commitment to their faith? Doing good in the world could be a way of showing commitment to God. www.wjr.org.uk Looking after the environment could be a way of showing commitment to God who they believe created the world. Tree planting ceremony Tu B'Shevat www.beliefnet.com bbclearningclips 485 the synagogue 3651 The Shema</p>	
<p>Evidence in Discovery RE Journals: Children stick the Task Sheet (Lesson 5) in their journals and their wheel of commitments (Lesson 6)</p>			

SMSC	Spiritual	Moral	Social	Cultural
Skills and attitudes focus for this enquiry				
	Step 1 Engagement Skills Interpretation Empathy Attitudes Curiosity Appreciation Wonder	Step 2 Investigation Skills Investigation Application Attitudes Critical awareness	Step 3 Evaluation Skills Discernment Analysis Evaluation Attitudes Open-mindedness	Step 4 Expression Skills Expression Reflection Synthesis Attitudes Self-awareness
Levelled learning outcomes, differentiated for this group from the 'I can' statements				
AT1 (B) Practices and ways of life, (C) Forms of expressing meaning and AT2 (F) Values and commitments				
Level 1	I can use the right names for things that are special to Jews. I can start to express an opinion about what might be important to Jews.			
Level 2	I can talk about one of the ways Jews show commitment to God. I can talk about something that is important to Jews and express understanding as to why this might be important if I were Jewish.			
Level 3	I can describe some of the ways that Jews choose to show commitment to God and am starting to understand that they may do this in different ways. I can express an opinion on which ways I think might be the best ways for Jews to show their commitment to God and start to give my reasons.			
Resources needed for this Enquiry: Ten Commandments list www.bbc.co.uk/learningzone/clips/486.html : Judaism at Home www.bbc.co.uk/learningzone/clips/6597.html : Meet a Jewish Family www.bbc.co.uk/learningzone/clips/7469.html : Bar-Mitzvah www.jewfaq.org/613.html : Doing Good and Helping Others www.wjr.org.uk : Doing good in the world could be a way of showing a commitment to God www.bbc.co.uk/learningzone/clips/485.html : The Synagogue www.bbc.co.uk/learningzone/clips/3651.html : The Shema				
Teacher reflection on this unit				
WWW (What went well)		EBI (Even better if)		

Year 2: Summer 2 - Judaism

Enquiry: What is the best way for a Jew to show commitment to God?

Name:

Class:

Choose the 4 ways that you think are the best ways for Jews to show their commitment to God. Label each section of the circle with one of these ways.

Imagine you are a Jew deciding which is the best way to show commitment to God.

Draw/label the 4 quadrants to show 4 ways Jews show commitment to God.

Colour in the sections to show which you think is the most important way.

For example:

- colour in the whole section if you think that is the most important way
- for the next most important way, colour less of the section in but still a lot
- colour all the sections equally if you think that they are all equal and there is no best way

Round the outside of the pie, write why you think this in the 'I think...' boxes.

Year 2: Summer 2 - Judaism

Enquiry: What is the best way for a Jew to show commitment to God?

These are examples of the style of answer for each level. The content could be different.

Level 1

AT1 - Jews follow the Ten Commandments.

AT2 - They have a special ceremony called Bat Mitzvah. I think this is important because it makes a Jewish girl feel grown up.

Level 2

AT1 - Jews show commitment to God by going to the Synagogue to worship God. The men wear prayer shawls and everybody covers their heads to show respect.

AT2 - I think it might be fun to go to the Synagogue because if I were Jewish this would please my parents as well as God. It might be tricky sometimes though if I had to miss football.

Level 3

AT1 - There are lots of ways that Jews can show their commitment to God. They pray and worship at home and follow the Torah. They have rules about food and resting on a Saturday. Some Jews choose to look after nature as this is God's creation and this is really important to them. Other Jews place more importance on going to the Synagogue. It's up to them.

AT2 - I think God would probably be most pleased if Jews helped other people and looked after the environment because then the world He created would be a better place for everybody.

Key Stage 1

Medium Term Planning

Year: 2		Term: Summer 2	
Theme: Hajj		Religion: Islam	
Key question for this enquiry: Does completing Hajj make a person a better Muslim?			
Learning Objectives: We are learning to understand what happens during Hajj and to explore the importance of this to Muslims.			
Areas of enquiry selected		Areas of focus	
AT1 Strand A B C	AT2 Strand D E F	Believing/Belonging	
Teaching and Learning Activities			
<p>Step 4 Expression (1 lesson) AT2 (p) What would your most special journey be and why? Write a postcard home describing how it feels to be in that special place and why. Draw the place on the front of the postcard. Display around map of the world.</p>		<p>Step 1 Engagement (1 lesson) AT2 (p) Circle time - have you ever been on a special journey? When, where, why, with whom? What made it special? Teacher to share a special journey they went on for a specific reason. Show the children a suitcase and explain that Teddy is packing his bag as he is going away. Can we guess where he's going by looking for clues and what he'll do when he gets there? E.g. camera, map, an invite, greetings card and present, money, ticket, etc. Children to work out that Teddy is going to see his Grandma as it's her birthday. Qu: Why is this important to him? How do you think he feels? Why is he going to make the effort? Do you think he will feel different afterwards? What is he most looking forward to? Children role-play Teddy's journey and the reunion with Grandma.</p>	
<p>Step 3 Evaluation (1 lesson) AT2 (imp) Ask key question: Does completing Hajj make a person a better Muslim? Children to vote and then work in talking partners with opposing viewpoint and share their reasons. Teacher to then share reasons for Muslims completing Hajj: Commitment/because God asks them to/one of the 5 Pillars/sense of achievement/sense of belonging to world Muslim community/opportunity to pray with thousands of other Muslims and to visit special places e.g. where Muhammad lived/gain better understanding/learn more/have become a better Muslim as they have done what God wanted them to do. But what about Muslims who can't afford to go? Activity: Task Sheet: Who is the better Muslim and why?</p>		<p style="text-align: center;">BRIDGE: JOURNEYS WITH MEANING ↓</p> <p>Step 2 Investigation (3 lessons) AT1 Mystery suitcase - who does it belong to? Where are they going? Teacher to show the children the objects in the case and children to explore further with pictures of the objects on their tables. e.g. Hajj robes, map of Makkah (Mecca), Qu'ran, small stones, spring water, umbrella, picture of the Grand mosque in Makkah. Children to watch an extract of Hajj and begin to make links between the lost suitcase and the journey they are watching. (www.bbc.co.uk/learningzone/clips/hajj-pilgrimage-at-mecca/6236.html). Teacher to explain the relevance of Makkah and the Grand mosque, recapping previous learning. Show children where Makkah is on map/globe. Teacher to explain the significance of different events that take place during the journey. Qu: How do you think these Muslims feel? Why are they doing it? Explain to children that by completing Hajj, Muslims are showing a commitment to God. God is really important to Muslims and they are prepared to make lots of effort to show him this. Hajj is one of the 5 pillars and one of the 8 doors to heaven. Clips to support the teaching of Hajj: Day 1 of Hajj www.bbc.co.uk/learningzone/clips/hajj-day-one/3258.html Day 2 of Hajj www.bbc.co.uk/learningzone/clips/hajj-day-two/3259.html Day 3 of Hajj www.bbc.co.uk/learningzone/clips/hajj-day-three/3261.html</p>	
<p>Evidence in Discovery RE Journals: Differentiated - children to have a picture of two Muslims, one in Hajj clothes and one in everyday clothes and answer the question about which one is the better Muslim, giving reasons for their answers.</p>			

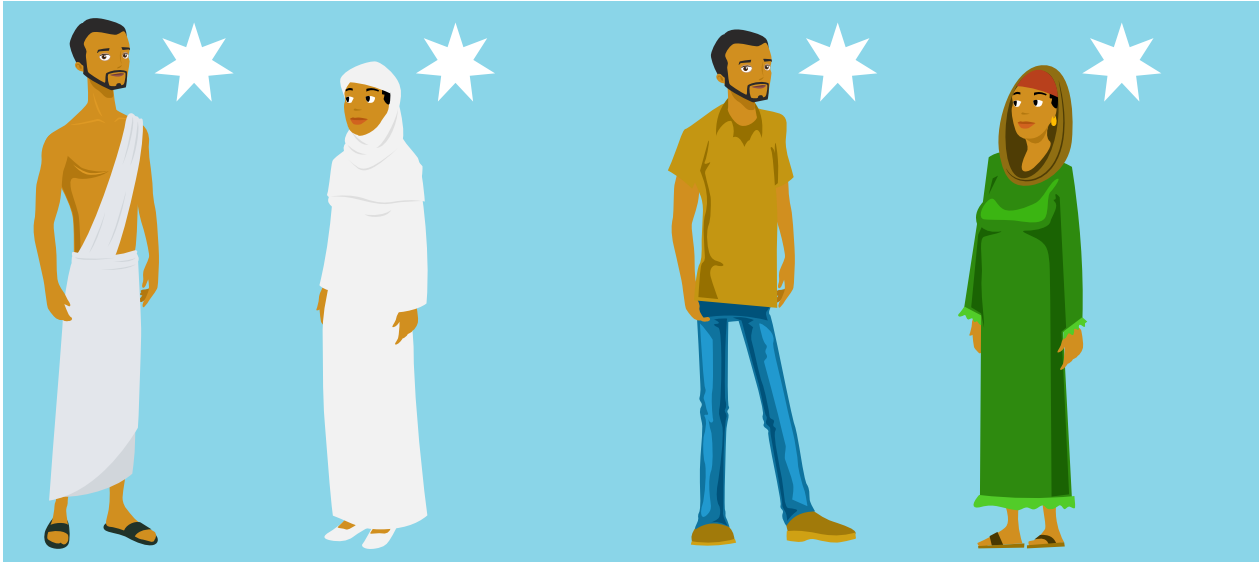
SMSC	Spiritual	Moral	Social	Cultural
Skills and attitudes focus for this enquiry				
	Step 1 Engagement Skills Interpretation Empathy Attitudes Curiosity Appreciation Wonder	Step 2 Investigation Skills Investigation Application Attitudes Critical awareness	Step 3 Evaluation Skills Discernment Analysis Evaluation Attitudes Open-mindedness	Step 4 Expression Skills Expression Reflection Synthesis Attitudes Self-awareness
Levelled learning outcomes, differentiated for this group from the 'I can' statements				
AT1 (B) Practices and ways of life and AT2 (F) Values and commitments				
Level 1	I can use the right words to tell you about some parts of the Hajj. I can start to imagine how it might feel to be on the Hajj.			
Level 2	I can remember some of the events that happen during Hajj and start to explain why these are important to Muslims. I can start to think about the significance of Hajj to a Muslim.			
Level 3	I can start to explain how some of the events during Hajj could help Muslims feel a sense of commitment to God. I can start to express my opinion as to whether completing the Hajj makes someone a better Muslim, with a reason.			
Resources needed for this Enquiry:				
Small suitcase and Teddy, camera, map, invitation, greetings card, present, money and ticket (might be useful for this topic). Mystery suitcase - Hajj robes, map of Mecca, Qur'an, small stones, water, umbrella, picture of Grand mosque in Makkah www.bbc.co.uk/learningzone/clips/6236.html : Hajj Pilgrimage www.bbc.co.uk/learningzone/clips/3258.html : Day 1 of Hajj www.bbc.co.uk/learningzone/clips/3259.html : Day 2 of Hajj www.bbc.co.uk/learningzone/clips/3261.html : Day 3 of Hajj				
Teacher reflection on this unit				
WWW (What went well)		EBI (Even better if)		

Year 2: Summer 2 - Islam

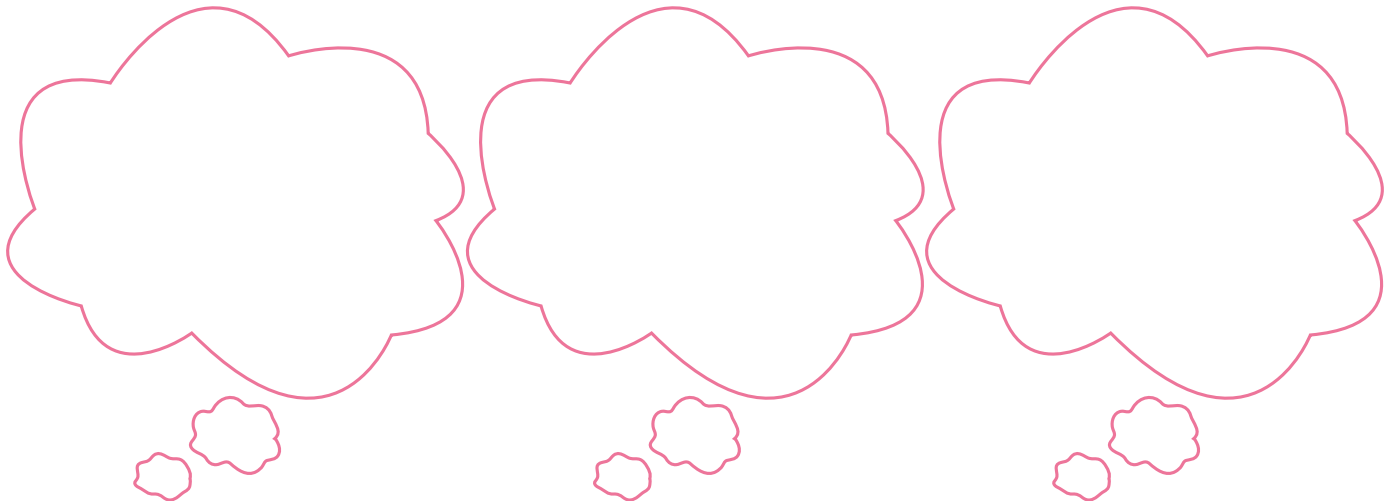
Enquiry: Does completing Hajj make a person a better Muslim?

Name:

Class:



1. Draw 3 things that are important to Muslims when they go on Hajj, for example, rituals, clothes, places.



2. How would Muslims feel on the Hajj? Fill in the thought bubbles

3. Colour in the star next to the picture showing who you think is the best Muslim

4. Why did you choose that person?

Year 2: Summer 2 - Islam

Enquiry: Does completing Hajj make a person a better Muslim?

These are examples of the style of answer for each level. The content could be different.

Level 1

AT1 - When Muslims go on Hajj they wear special white robes. They pray at the Grand mosque in Makkah and pray on the mountain.

AT2 - I think it would be really hot and sticky running between the hills and even hotter praying on the mountain in the sun. I think Muslims would get tired but feel pleased that they were there.

Level 2

AT1 - Throwing stones at the pillars is important because Muslims are showing they are trying to lead good lives by fighting off evil/bad things. Praying on Mount Arafat is important to Muslims as then they feel close to God. This is very personal.

AT2 - I think Hajj is important to Muslims because they believe they are doing their duty to God by completing one of the 5 pillars.

Level 3

AT1 - Completing the Hajj shows you have put in the effort for God. Praying on Mount Arafat with thousands of other Muslims would help Muslims feel close to God. Suffering in the heat would help them feel they were making an effort to show their commitment.

AT2 - I think some Muslims may feel like they are better Muslims after doing the Hajj because they will have put lots of effort in for God. They will have travelled a long way and visited holy places. They will have done this to show God they love Him and are thankful for all He has done. They will feel like God will be pleased with them because they are completing one of the 5 pillars which is what God wants them to do. They are doing as God asks so feel like they have shown commitment. (I think there are lots of other ways to be a good Muslim though because some Muslims can't afford to go all the way to Makkah.)