



Year 2 Medium Term Plans 2021 - 2022



	RE Big Question	RE Outcomes	Possible hooks and key questions	Celebration End of Term	Cross Curricular Links
Autumn 1 Christianity Judaism	What can people learn from religious stories?	<p>-To understand what a parable is.</p> <p>-To explore religious stories.</p> <p>-To compare religious stories.</p> <p>Focus on the Bible stories; The Prodigal Son & Loaves and Fishes.</p> <p>The Torah refers to the five books of Moses which are known in Hebrew as Chameesha Choomshey. Read the Jewish story of Moses (animated video on YouTube, The Jewish Story of Moses, Religions of the world).</p>	<ul style="list-style-type: none">➤ Explain with parables we have to look deeper, they all have a meaning.➤ What is the message from the parable of the Prodigal Son? What have we learnt? Discuss forgiveness.➤ Get a tin/tub of food and mix jelly and chocolate in it. Then place a label 'dog food' or pet food over the original. Tell the chn you are really hungry and this is all you have to eat. Discuss the pupils' reactions and the phrase 'don't judge a book by its cover'➤ What is the message from the parable of the Loaves and the Fishes? What have we learnt? Discuss trust and hope.➤ What are the similarities and differences of the two Christian parables?➤ What is the message of the Jewish story of Moses? Discuss trust and hope, by painting lamb's blood on doors to protect the new born children.	Harvest	Theology Literacy



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<p>Autumn 2 Christianity</p>	<p>Why does Christmas matter to Christians and us?</p>	<p>-To understand how Christians celebrate the birth of Jesus.</p> <p>-To compare celebrations of Christmas.</p> <p>-To be able to explain the importance of Christmas on people's lives.</p> <p>-Focus on the New Testament The Birth of Jesus Matthew 1:18 Luke 2</p>	<ul style="list-style-type: none">➤ Show a nativity scene, discuss with the class when do we see this scene? When do we create this scene? Why do we recreate this scene every year?➤ Why is Christmas important to Christians?➤ Is Christmas important to you and your family?➤ How do you celebrate Christmas at home?➤ How do we celebrate Christmas at school? Briefly discuss the Nativity play, which we learnt in Reception.➤ Discuss Jesus' visitors, who were they? Why were they important? What did they bring the new born king? Why did they bring the new born king gifts? (In Year 3, the children will explore The Three Kings in more detail, so only touch on these visitors for this big question).➤ Read the Birth of Jesus from the New Testament – retell the story using a range of drama techniques and actions, e.g. freeze framing.	<p>Nativity</p>	<p>Theology SMSC PSHE Art DT</p>
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<p>Spring 1 Christianity</p>	<p>Is religion around us?</p>	<p>-To identify local places of worship/ belief in the local area.</p> <p>-To identify ways in which beliefs can have an impact on a believers daily life.</p> <p>-To use the word Christian when talking about people who worship in a church.</p>	<ul style="list-style-type: none">➤ Take a walk in the local community, can they recognise places of worship, what do people do there?➤ What symbols do they recognise that relate to religion?➤ Can they explain their reasoning using questioning to research and ask 'why' and 'because' to answer using their findings?➤ How does religion impact on a believer's daily life?➤ Discuss religion within our school, how do we celebrate Christianity?➤ Take a walk around our school grounds, where do you see religion? E.g. the collective worship table in the hall, reflective areas in our classrooms, our prayer garden etc. If Jesus was with us in person today in our school, where do you think he would like to pray? Why? Did you choose a calm and quiet place or a loud and busy place? Why? Explain your answer using the word 'because' in your sentence.	<p>NA</p>	<p>HSS Geography History</p>
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<p>Spring 2</p> <p>Christianity</p> <p>Judaism</p>	<p>How and why do people pray?</p>	<p>-To recognise how people pray.</p> <p>-To understand how people pray for different reasons and belief.</p>	<ul style="list-style-type: none">➤ Show images from Understanding Christianity of people praying (No.10 'Easter Prayers, New Delhi' No.7 'A Christingle Service' No.11 'Children's Prayer, Rwanda') use these as a hook.➤ What do they think is happening here?➤ What can they see?➤ Have they ever seen anything like this before?➤ What can they relate it to?➤ How do people pray? Think about how we pray in school, how you might pray at home and how we pray in church e.g. kneeling, closing our eyes, sitting down quietly, putting our hands together, singing etc.➤ Why do people pray? Think about reasons such as for forgiveness, for help, for guidance, for others etc.➤ How often do people pray?➤ How often do we pray in school? Before lunch, during collective worship and at the end of the school day.➤ Write your own prayer – forgiveness, hope, guidance etc.	<p>Easter</p>	<p>HSS</p> <p>History</p> <p>Literacy</p> <p>Geography</p>
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<p>Summer 2</p> <p>Multi Humanist</p>	<p>Why do people have different views about the idea of God?</p>	<p>-To understand different ways of expressing belief in God.</p> <p>-Learn about how people practice beliefs.</p> <p>-Discuss ideas about God from various religions.</p> <p>-Talk about what they know about themselves</p>	<ul style="list-style-type: none">➤ Display an image of what God is portrayed as. Discuss with this class, who is this?➤ What are different views about God?➤ How do I feel about God?➤ Is God important to me?➤ Why are there different pictures and images of God around the world? Does it matter if God looks different in different parts of the world? Is he as equally as important if he looks the same or different around the world?➤ As a school, how do we feel about God?➤ Do Humanists believe in God?➤ What do Humanists believe in?➤ What is Atheism?➤ Why is it important to consider everyone's beliefs?➤ Do we all have the right to free speech?➤ Compare what we know about Jewish, Christians and Humanists ideas of God. Are there any similarities and/or differences? What are they?	<p>NA</p>	<p>Philosophy</p> <p>SMSC</p> <p>PSHE</p>
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