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| **Year Group: 2**  **WSACRE Syllabus2017** | **Term:** Autumn 1 | | **Unit of Learning: How should we care for the world and why does it matter?** |
| **About the unit: This unit encourages children to reflect on caring for the world and why it is important that we look after our fellow humans.** | | **Where the unit fits in:**  **This will link to the learning on Christianity and Judaism from Year 1.** | |
| **Prior Learning:**  **Units from Y1**  **Who is Jewish and what do they believe?**  **Who is Christian and what do they believe?**  **What does it mean to belong to a faith community?** | **Vocabulary:**  **Charity Samaritan**  **Caring**  **Kindness**  **Tzedekah**  **Sukkot** | | **Resources:**  **Photos and PPT’s** |
| **Assessment (By the end of this unit the children will be able to…)**  **Emerging:**   * Talk about how religions teach that people are valuable, giving simple examples. * **Recognise that some people believe God created the world and so we should look after it.**   **Expected:**   * **Re-tell Bible stories and stories from another faith about caring for others and the world.** * Identify ways that some people make a response to God by caring for others and the world. * **Talk about issues of good and bad, right and wrong arising from the stories.** * **Talk about some texts from different religions that promote the ‘Golden Rule’, and think about what would happen if people followed this idea more.** * **Use creative ways to express their own ideas about the creation story and what it says about what God is like.**   **Exceeding:**   * **Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories.**   **Answer the title question thoughtfully, in the light of their learning in this unit.** | | | |
| **Learning Objective** | **Possible teaching Activities** | | **Learning Outcomes** |
| **What do Christians believe about caring for people?** | Recap children on Bella and Bill, our Christian characters.  Talk about being kind to our neighbours – what does this mean?  Explore The Good Samaritan (video and PPT).  Scribe two speech bubbles saying a sentence from the Good Samaritan and one from the poor man.  Explore how the Creation Story is an expression of what God is like, according to Christians. | | Children understand the need to be kind to our neighbours and can talk about why this is important.  To explain how the creation story is an expression of how Christians think what God is like. |
| **How have some people shown they cared? How is the golden rule and encouragement to care?** | Christianity – focus on **Mother Theresa.** How did she show she cared?  Introduce the idea of the ‘Golden Rule’ –  **“Treat other people as you would like them to treat you”.**  **Decorate a poster showing this message.**  **Role-play scenarios showing how this message could be played out.** | | Children experience an important Christian figure and can explain why and how she was a person who cared for the world and the people in it.  Children can articulate what the Golden Rule is and how it can affect our lives. |
| **What do other religions say about caring for other people?** | Judaism - Explore Tzedekah and Sukkot and how Jewish people give to charity and care for each other.  Using the painting by Julie Wohl called Tzedekah, children explore in pairs and talk about what they can see. | | Children can explain how Jewish people care for the world and the people in it during the festival of Sukkot. |
| **Year Group: 2** | **Term:** Autumn 2 | | **Unit of Learning: Who is a Christian and what do they believe?** |
| **About the unit:**  **This unit focusses on what Christians believe about God and children explore the teachings of God and Jesus, through looking at Bible stories.** | **Where the unit fits in:**  **This will link to the learning on Christianity from Year 1.** | |
| **Prior Learning:**  **Units from Y1**  **Who is Christian and what do they believe?**  **What does it mean to belong to a faith community?** | **Vocabulary:**  **Nativity God**  **Parable worship**  **Miracle**  **Birth** | | **Resources:**  **Photos and PPT’s** |
| **Assessment (By the end of this unit the children will be able to…)**  **Emerging:**   * Talk about the fact that Christians believe in God and follow the example of Jesus * Recognise some Christian symbols and images used to express ideas about God   Expected:   * Talk about some simple ideas about Christian beliefs about God and Jesus * Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means * Talk about issues of good and bad, right and wrong arising from the stories * Ask some questions about believing in God and offer some ideas of their own   Exceeding:   * Make links between what Jesus taught and what Christians believe and do * Respond thoughtfully to a piece of Christian music and a Bible text that inspired it | | | |
| **Learning Objective** | **Possible teaching Activities** | | **Learning Outcomes** |
| **To be able to understand the qualities that Christians believe God has.**  **To be able to talk about simple ideas about Christian beliefs about God and Jesus.** | Welcome once again Bella and Bill – our Christian characters.   * Recap on the fact that although no-one has seen God, Christians do believe that he exists and created the Earth and all the wonderful things that are in it. * Describe some of the beliefs that Christians hold about God e.g. all-powerful, loving, close to every person, forgiving. * Look at art and recognise some symbols and images used to express ideas about God. * Listen to pieces of music that express ideas about God. * Children respond by drawing what they think God looks like. Bring drawings into a group and talk about why they have drawn God in this way. | | Children understand that Christians believe that God has many great qualities.  They should be able to describe simple ideas about why Christians believe God is so good. |
| **To be able to re-tell a story to show what Christians think of God and Jesus.**  **To talk about these stories, whether the events in them have good or bad issues.** | The Bible:   * Recap on what the Bible is and what it is used for. * Using a suitable children’s Bible, share stories that show the importance of Jesus to Christians e.g. a parable, a miracle, a teaching of Jesus, birth and death and resurrection of Jesus.   **Parable**: (explain that we have already covered this last half term with The Good Samaritan)  **Miracle:** Feeding the Five Thousand  **Birth Story**: The Nativity Story   * Explore how these stories from the Bible may affect what Christians believe and do in their daily lives. * Activities around the Christmas story and the major events that Christians believe took place. | | Children are able to re-tell stories from the Bible and explain how they feel about these stories, making links between what Jesus taught and what Christians believe and do. |
| **To be able to experience and describe how it feels to be thanked, or to thank others.**  **To be able to describe how Christians may feel when they are worshipping God.** | * Investigate how Christians follow teaching from the Bible about how to live their lives e.g. prayer and worship, treating others kindly. Hear and think about some prayers Christians use. * Experience thanking and being thanked, praising and being praised, and connect this experience simply to an idea about worship. * Explore what the idea of God means for the children themselves. * Children could write a short thank-you prayer * Listen to Christmas hymns or look at lyrics such as “O Come all ye Faithful”. Discuss the lyrics and highlight important words to describe God or Jesus. | | Children can explain how it feels to thank and be thanked.  Children understand how Christians use worship as a way to be close to God.  To be able to explain what they think God is like. |

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| **Year Group: 2** | **Term:** Spring 1 | **Unit of Learning: Who is Jewish and what do they believe?** |
| **About the unit:**  **This unit will focus on the Jewish beliefs about God.** | **Where the unit fits in:**  **This will link to the learning on Judaism from Year 1.** |
| **Prior Learning:**  **Units from Y1**  **What does it mean to belong to a faith community?**  **Who is Jewish and what do they believe?** | **Vocabulary:** | **Resources:**  **Photos and PPT’s** |
| **Assessment (By the end of this unit the children will be able to…)**  Emerging:   * Talk about the fact that Jewish people believe in God * Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat)   Expected:   * Talk about how the mezuzah in the home reminds Jewish people about God * Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat * Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means * Ask some questions about believing in God and offer some ideas of their own   Exceeding:   * Make links between some Jewish teachings and how Jewish people live * Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways | | |
| **Learning Objective** | **Possible teaching Activities** | **Learning Outcomes** |
| **To be able to describe how they know Jewish people believe in God.**  **To learn that Jewish people have a special scroll called a mezuzah containing special words from the Torah.** | Remind children of our Jewish characters (Sid and Gina) used in Year 1 – what can they remember about Judaism? Show the star of David? Can they remember this being the symbol of Judaism.  Remind children that Jewish people believe in God.  Introduce the Mezuzah after speaking briefly about the importance of how our home should make us feel safe (link to Taking Care).  TASK: Write a simple prayer as Jewish people would have in their Mezuzah. | To know that Jewish people have a special scroll hung outside their front door to show a Jewish household lives there and it reminds them of how important God is to them and how they should live their lives according to God. |
| **To understand the story behind the Spring festival of Pesach/Passover. What do Jewish people think about God?** | Explore the story behind Passover.  Story-board? | Children understand the story behind the Jewish celebration of Passover. |
| **To explore how Jewish people celebrate Passover.**  **Link how the Bible and it’s teachings affect the Jewish way of life. (GD) (2 WEEKS)** | Explore how Jewish people celebrate Passover in their homes.  What is the Seder plate, the Passover meal? When might we gather in our homes with family for celebrations?  What preparations are made? Symbolism of Passover.  Link to Sukkot and Hannukah learnt about last year.  Passover at the Synagogue – readings from the Bible  **Children**  Children are central to Passover proceedings and symbolise the continuity of the Jewish people. Customs are designed to hold their attention. There's the hunt for the *afikomen*, where a piece of matzoh is hidden which children have to find and hold 'ransom' until a reward is given.  Explore how Passover was the precursor to the Christian festival of easter. | Children understand how Jewish people celebrate Passover in their homes. They begin to see how the teachings in the Bible affect Jewish people’s way of life. |

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| **Year Group: 2** | **Term:** Summer Term | **Unit of Learning: Who is Muslim and what do they believe?** |
| **About the unit:**  **Children revisit previous learning in Y1 about the Mosque and Islam** | **Where the unit fits in:**  **This unit builds on work on Islam in Y1 but concentrates more on the Qur’an not the Mosque.** |
| **Prior Learning:**  **This unit draws together previous learning from all year groups.** | **Vocabulary:**  **Celebration, special, Qur’an, Allah, book, mosque, Imam** | **Resources:**  **Prayer stand, Qur’an, prayer beads, pictures of the mosque** |
| **Assessment (By the end of this unit the children will be able to…)**  **Emerging:**   * **Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad.** * **Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like.**   **Expected:**   * **Talk about some simple ideas about Muslim beliefs about God.** * **Re-tell a story about the life of the Prophet Muhammad.** * **Recognise some objects used by Muslims and suggest why they are important.** * **Identify some ways Muslims mark Ramadan and how this might make them feel.**   **Exceeding:**   * **Make links between what the Holy Qur’an says and how Muslims behave**   **Ask some questions about God that are hard to answer and offer some ideas of their own.** | | |
| **Learning Objective**   * **Children will understand that Muslims believe in God and that they have a Holy Book called the Qur’an which Muslims believe is the perfect word of God.** * **To know that the Qur’an is written in Arabic** | * **Recap on how Christians have a Holy book called the Bible and Jewish people have a holy scroll called the Torah.** * **Introduce the Qur’an as the Holy Book for Muslims.** * **Look at how the books is treated within the mosque.** * **Where is the Qur’an kept in the home.** * **Watch BBC Bitesize video linked to the Qur’an** | **Learning Outcomes**  **To learn that Muslims have a holy book called the Qur’an.**  **To know that the book is very special and is treated with great respect in the home and at the mosque.** |
| * **To be able to talk about the main teachings in the Qur’an** * **To be able to explain that the Qu’ran gives Muslims guidance on how to be a good person.** | * Talk about what makes a good person. * Explain the main rules that Muslims should live by as explained in the Qur’an. * 5 Pillars of Islam brief explanation * Talk about when the Qu’ran is read – during times of difficulty, illness, and through daily prayers. | To be able to talk about how the Qur’an teaches Muslims how to be good people.  That prayer and reading the Qur’an is an important part of the life of a Muslim.  To be able to talk about when the Qur’an may be read. |
| * **To understand the importance of prayer for Muslims.** | * Explore the call to prayer from the mosque, how Muslims pray 5 times a day. * Explore how Muslims prepare for prayer – wudu. * Use of the prayer mat and how it needs to point towards Mecca, the special holy place for Muslims. | To know how Muslims prepare for prayer. |
| * **To learn that the period of Ramadan is often called Month of the Qur’an and Muslims attempt to recite as much of the Qur’an as possible during this Holy time.** * **To learn that the Holy time of Ramadan is very important for Muslims as it was when Allah revealed the Qur’an to prophet Muhammed** * **To be able to describe how Muslims acknowledge this sacred time of Ramadan.** | * Explore how Muslims prepare for and recognize Ramadan. * Make a kindness calendar * Discuss how you could be an even better person – doing good deeds. | To know how Ramadan is recognized by Muslims – including fasting and prayer. |

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| **Year Group: 2** | **Term:** Summer Term | **Unit of Learning: How and why do we celebrate special and sacred times?** |
| **About the unit:**  **Children revisit each major faith studied during the year and focus on the importance of celebration.** | **Where the unit fits in:**  **This unit draws all the previous learning together.** |
| **Prior Learning:**  **This unit draws together previous learning from all year groups.** | **Vocabulary:**  **Celebration, special,** | **Resources:**  **Photos and PPT’s**  **Artefacts and objects linked to celebration.** |
| **Assessment (By the end of this unit the children will be able to…)**  Emerging: • Identify a special time they celebrate and explain simply what celebration means (A1).  • Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2).  Expected: Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1).  • Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers(A2).  • Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).  • Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers(C1).  Exceeding  Suggest meaningsfor some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah and/or Eid-ul-Fitr (A3).  • Identify some similarities and differences between the celebrations studied (B3). | | |
| **Learning Objective**   * **What is a celebration?** | **Possible teaching Activities**   * **Explore the meaning of ‘celebration’. Brainstorm all the celebrations children may have been involved in – including non-religious celebrations.** | **Learning Outcomes** |
| * **Christian celebrations**   **Children will be learn the importance of celebration in Christianity and will be able to explain the importance of sharing celebrations as Christians.** | * Revisit Christmas, Harvest, Easter and weddings/christenings and unpick why it is special for Christians to celebrate together. * Role-play / simple matching and sentence writing activity / artwork depicting simple celebrations / adding speech bubbles to show how people feel in the pictures / | Children will be able to describe the importance of celebrating together for Christians and explain how these festivals and the stories behind them are important to believers. |
| * **Muslim celebrations**   **Children will be learn the importance of celebration in Islam and will be able to explain the importance of sharing celebrations as Muslims.** | * Focus on Eid-ul-Fitr as a festival and how Muslims fast beforehand and celebrate as a sign the fasting period has finished. * Watch a video of how Muslims celebrate. * Discuss how you might feel if you needed to fast – explain about how it shows Muslims dedication to Allah. * <https://www.bbc.co.uk/cbeebies/puzzles/lets-celebrate-eid> - Create Mendhi patterns. * Writing – describe how Muslims celebrate Eid | Children will be able to describe how Muslims celebrate Eid-ul-Fitr and explain how symbols and actions can be used in this celebration. |
| * **Sikh celebrations**   **Children will be learn the importance of celebration in Sikhism and will be able to explain the importance of sharing celebrations asSikhs.** | * Explore the Sikh festivals of Diwali and Vaisakhi * Draw comparisons between the two * Crafts and artwork * Dance? | Children will be able to describe the importance of celebrating together for Sikhs and explain how these festivals and the stories behind them are important to believers. |