



SPRING



<p>YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)</p>	<p>OBJECTIVES VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43 – 44 for pupil friendly target statements</p>	<p>HERTFORDSHIRE PROGRAMMES OF STUDY (1:1 – 1:15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y2 Spring A Special Places This unit is about what Christians do when they go to church. The unit should include a church visit (7 hours)</p> <p>NB Hertfordshire Agreed Syllabus (page 6) Time allocation does</p>	<p>AT1 (Level 2) Beliefs and teachings Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary.</p>	<p>AT1 1:1 about some of the beliefs people hold, including belief in God/gods;</p>	<p>WHERE DO YOU LIKE TO GO THAT IS SPECIAL TO YOU? (1:1)</p> <ul style="list-style-type: none"> • Explore with the pupils where they like to go to be quiet or reflective, to feel contented. <i>How do they feel when they are in their special places? What do they think about?</i> Guided imagery is a way of enabling pupils to focus their minds on a particular element through visualisation, guided by the teacher reading a particular script. Pupils are asked to picture their special place and to remind themselves why they like being there so much. • Invite the pupils to draw, paint or write about their special place, explaining to others why it is so special and important to them. • Explain that for some people a place of worship is a 	<p>'Stilling' by Michael Beesley, Salisbury Diocesan Board of Education</p> <p>Link to HGfL 'Stilling and thinking' script from Reception- developed for Year 2</p> <p>Faith Symbols from the set</p>

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Y2 Spring A not include school productions/ rehearsal time/ celebration assemblies	AT1 (Level 2) Practices and lifestyles Describe some religious objects/places/ people/practices. Begin to be aware of similarities in religions. AT2 (Level 2) Human identity, personality and experience Describe and respond sensitively to their own and	AT1 1:1 about some of the beliefs people hold, including belief in God/gods; 1:5 about, preferably through a visit, at least one place of religious importance; 1:7 some basic vocabulary used in a religious context; AT2 1:15 to reflect on how spiritual and moral values influence their	<p>special place for them. Give examples of places of worship that the pupils might be familiar with and illustrate using digital photo examples. Invite pupils to share their experiences.</p> <ul style="list-style-type: none"> • Match pictures of places of worship and faith symbols to ensure full understanding. <i>What is similar about these places of worship?</i> • Photographs capturing people praying, worshipping, marrying etc. could be shown for pupils to add thought bubbles about feelings. These might be changed as the pupils move through the unit and develop their ideas. <p>WHY DO CHRISTIANS GO TO CHURCH? (1:1, 1:5, 1:7, 1:15)</p> <ul style="list-style-type: none"> • Mind map the class responses to this question, for example to pray, to sing, to worship, to get married... Some pupils might include community and social occasions. 	<p>used by EYFS/Yr 1 when discussing places of worship. See also matching cards activities http://www.bbc.co.uk/schools/religion/worksheets/ Faiths Jigsaw, RE Today Services If planning to visit your local church – make sure you book the visit well in advance.</p>

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<p>Y2 Spring A</p>	<p>others’ experiences and feelings, including characters in stories with religious meaning</p> <p><i>Vocabulary In this unit pupils will have an opportunity to use words or phrases such as:– God Beliefs Church Place of worship Bible altar</i></p>	<p>behaviour, choices and those of others</p> <p>AT1 1:1 about some of the beliefs people hold, including belief in God/gods;</p> <p>AT1 1:5 about, preferably through a visit, at least one place of religious importance;</p> <p>1:7 some basic vocabulary used in a religious context;</p>	<ul style="list-style-type: none"> • Watch the BBC video and/or share the big book ‘My Christian Faith’. • Discuss how the video and/or the big book show us what Christians believe - emphasise the Christian belief in God the creator of the world and Jesus as his son - and how the church is a special place for Christians to go. • Discuss how the pupils think what a Christian believes might be shown in the way they behave towards others. • Return to the mind map for pupils to add more ideas and questions. <p>WHAT DO CHRISTIANS DO WHEN THEY GO TO CHURCH? (1:1, 1:5, 1:7, 1:15)</p> <ul style="list-style-type: none"> • Encourage the pupils to answer the question by using pictures, stories and artefacts include references to worship, reading the Bible, receiving teaching, celebrating festivals. Also include the 	<p>My Christian Faith by Alan Brown ISBN: 0237519321</p> <p>BBC Video ‘Watch: Christianity’ Pub BBC Schools</p> <p>www.reonline.org</p> <p>Watford Schools Trust</p>

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Y2 Spring A	<p>font lectern pulpit cross</p> <p>Artefacts <i>Pupils will have the opportunity to look at, observe and possibly handle:</i> Bible altar font lectern pulpit cross stained glass windows brasses</p>	<p>AT2 1:15 to reflect on how spiritual and moral values influence their behaviour, choices and those of others.</p> <p>AT1 1:5 about, preferably through a visit, at least one place of religious importance;</p> <p>1:6 about, and where appropriate, handle some of the items of significance used in religious worship and lifestyle, exploring how</p>	<p>community aspect and social occasions, for example children's clubs, shared meals, parent and toddler and pre-school groups.</p> <ul style="list-style-type: none"> • Draw one of these ideas and write a description – display or class book opportunity or develop a paper folding activity in a cross shape illustrating why Christians go to church and what they do when they go there. <p>WHAT MIGHT WE EXPECT A CHURCH TO BE LIKE? (1:5, 1:6, 1:15)</p> <ul style="list-style-type: none"> • Show pictures of a range of churches, old and modern, global as well as national, from books and photographs, including the church to be visited. <i>Look for any common links, for example a cross? An altar? Are the windows the same? Are they built in the same shape?</i> • Listen to some organ music (include, where possible, produced by local churches), modern worship songs 	<p>Virtual tours of places of worship http://www.thegrid.org.uk/learning/re/virtual/index.shtml See Autumn Term A for the meaning behind the artefacts</p> <p>www.reonline.org.uk</p> <p>Many Anglican churches are built in the shape of a cross</p>

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Y2 Spring A	<p>AT1 (Level 2) Practices and lifestyles Describe some religious objects/places/people and practices. Begin to be aware of similarities in religions.</p> <p>AT1 (Level 2) Expressing meaning Begin to suggest meanings for some religious actions and</p>	<p>they are used and begin to <i>What</i> show awareness of similarities in religions;</p> <p>AT2 1:15 to reflect on how spiritual and moral values influence their behaviour, choices and those of others.</p> <p>AT1 1:5 about, preferably through a visit, at least one place of religious importance;</p>	<p>with guitars (recording from Songs of Praise or class singing in assembly and include clapping and instruments).</p> <ul style="list-style-type: none"> • Create a shared list of what the children are expecting to see. • Look again at the artefacts. <i>Discuss which might be seen during the visit. Who you will meet at the church? - does he/she have special clothes to show?</i> <p>WHAT CAN I DISCOVER IN MY LOCAL CHURCH? (1:5, 1:6, 1:10) Preferably through a visit OR invite a faith visitor to school</p> <ul style="list-style-type: none"> • Provide the class with notebooks/clip boards and pencils. Look at the outside of the building. <i>What can pupils tell you about it and how do they know it's a place of Christian worship? Is there a cross on the</i> 	<p>DVD 'Sarah and Paul' ISBN: 1851751599</p> <p>HGfL RE Year 2 Additional resources</p> <p>'Where in the World?' as resource about the worldwide Christian church by Martyn Payne ISBN: 978-0-85746-155-1 RE: Quest 'Christianity Unpacked' CD:</p>

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Y2 Spring A	<p>symbols. Describe how religious belief is expressed in different ways.</p> <p>AT2 (level 2) Questions of meaning and purpose Ask questions about puzzling aspects of life and experiences and suggest answers including religious ones.</p>	<p>1:6 about, and where appropriate, handle some of the items of significance used in religious worship and lifestyle, exploring how they are used and begin to show awareness of similarities in religions;</p> <p>1:10 to explore how religious beliefs and ideas can be expressed through the arts.</p>	<p><i>building? Or a notice board?</i></p> <ul style="list-style-type: none"> • Give the class time to sit in silence in the church - sensing the atmosphere and looking around. Allow opportunities for the pupils to respond to what they are seeing, hearing, smelling and touching. If possible, listen to music (from the organ or from a CD). Explain that this is one kind of music that Christians might listen to when they attend worship. • Meet the leader and allow time for children to ask 'burning questions' and hear the answers. Find out how the building and its contents are used. • Allow time for the pupils to draw artefacts and furniture in the church, copy details of banners, inscriptions, notices, rub brasses, draw stained glass windows. • If the church allows, organise a treasure hunt in the church to identify symbols, furniture, artefacts. • Work in groups and then collate once back in school. • Pupils to record in words or pictures - digitally or 	<p>What is it like to be a Christian? - Church buildings See Faith Communities Directory HGFL RE General Guidance Documents Burning Questions – children write questions on a flame shape and keep in their pockets ready to ask. You may want to list items to be</p>

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Y2 Spring A	<p>AT1 (Level 2) Practices and lifestyles Describe some religious objects/places/ people and practices. Begin to be aware of similarities in religions.</p> <p>AT1 (Level 2) Expressing meaning Begin to suggest meanings for some religious actions and</p>	<p>AT1 1:5 about, preferably through a visit, at least one place of religious importance;</p> <p>1:6 about, and where appropriate, handle some of the items of significance used in religious worship and lifestyle, exploring how they are used and</p>	<p>drawing, how they feel in the church or about the church. Take digital cameras and videos for pupils to record their 'favourite part' for the place of worship; talking postcards to record 'sounds,' for example organ playing / bells ringing.</p> <p>WHAT HAVE WE LEARNT FROM THE VISIT? (1:5, 1:6, 1;7, 1:9, 1:15)</p> <ul style="list-style-type: none"> • Plenary session drawing together why Christians go to church and what they do there. Share how pupils felt at the church, selecting appropriate 'feelings cards'. • Choose from these activities: • In groups, plan and make artefacts seen at the church using information from pupil's notes or drawings, for example, candles, stained glass window, Cross, notice of meetings and services, font, hymn book/sheet. • Copy a passage from the Bible or write a prayer a 	<p>addressed by the leader and send ahead of visit</p> <p>Take digital cameras/videos for pupils to record their 'favourite' part of the Church; record sounds eg. organ/bells</p> <p>'Creative RE following a Church visit' pub by SARETT - available at the Diocesan</p>

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Y2 Spring A	symbols.	<p>begin to show awareness of similarities in religions;</p> <p>1:7 some basic vocabulary used in a religious context</p> <p>1:9 about how and why symbols express religious meaning</p> <p>1:15 to reflect on how spiritual and moral values influence their behaviour, choices and those of others</p>	<p>Christian might say when in church, based on the tsp format (thanks, sorry, please).</p> <ul style="list-style-type: none"> • Some pupils could write their own letters of thanks to the Church leader, illustrating accordingly and describing how they felt about the church. • Others might like to create a model of the church or a scaled plan with laminated illustrations and descriptions for interactive matching. • Create a floor plan of the church to place artefacts, photos, descriptions • OR create a ‘church space’ in the playground using masking tape and role play the church members taking visitors on a tour • Further ideas in the ‘Creative RE following a Church Visit’ publication. Display opportunities. 	<p>Education Centre or order from SARETT</p> <p>Music may be played during this activity</p> <p>A5 Talking photo album available from www.tts-group.co.uk</p>

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Y2 Spring B Easter This unit is about: why Easter is important for Christians (3 hours) NB Hertfordshire Agreed Syllabus (page 6) Time allocation does not include school productions/ rehearsal time/ celebration assemblies	AT1 (Level 2) Beliefs and teachings Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary. AT1 (Level 2) Practices and Lifestyles Describe some religious	AT1 1:1 about some of the beliefs people hold, including belief in God/gods; 1:3 about special books, both personal and religious, hear a range of stories from them and talk about their meanings; 1:8 about a variety of ways of celebrating special occasions within faith communities, the	WHY IS EASTER IMPORTANT FOR CHRISTIANS? (1:1, 1:3, 1:8, 1:10, 1:12) <ul style="list-style-type: none"> • Tell the story of Palm Sunday emphasising the excitement that must have been felt by the followers of Jesus and by the crowd. Choose a pupil to read this passage from a Children’s Bible. • <u>Select one of these activities:</u> • Role play the story, using simple costumes and palm leaves, real if possible. Encourage the class to be the crowd welcoming Jesus into Jerusalem. • Discuss how the crowd, the disciples and Jesus might have felt at this time. <i>What might the different groups of people have said or thought?</i> Pupils to draw a picture with speech bubbles that show how people were feeling. Some could be given large cut out speech bubbles into which thoughts, feelings or spoken words are written and, if available, ‘talking tins/postcards/speech bubbles’ could be used to 	Palm leaf/cross supplier: www.Vanpoules.org.uk ‘Jesus through Art’ by Margaret Cooling, RMEP, ISBN 978-1851751198 ‘Picturing Jesus’ pub RE Today Services ISBN: 9781904024590

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Y2 Spring B	objects/places/ people and practices. Begin to be aware of similarities in religions. AT1 (Level 2) Expressing meaning Begin to suggest meanings for some religious actions and symbols. Describe how religious belief is expressed in different ways.	meaning behind the celebration/s and the importance for those participating; 1:10 to explore how religious beliefs and ideas can be expressed through the arts. AT2 1:12 some stories told in different religious traditions about the natural world considering some of the questions raised to which there may be no	record. <ul style="list-style-type: none"> • Explain about the Last Supper –Talk about how this was probably the annual Pesach (Jewish Passover) celebration. <u>Select one of these activities:</u> • Show the pupils appropriate paintings of the Last Supper. Discuss what the pupils think is happening and how the artist has tried to capture the ‘mood’ of the people. Explain that Jesus made this special by inviting his closest friends to share the meal. They were preparing for it with great anticipation and joy. <i>How might Jesus have been feeling? How did his disciples feel? What might they have said to each other? What did Jesus say to his disciples?</i> • <i>Set tables out to role play the Last Supper. What will be needed on the tables? Why?</i> • Discuss foot washing, re-enact with the pupils exploring why they think this action was important. <i>Who would normally wash your feet? Why would</i> 	Services held on Good Friday, no flowers or weddings held in some churches ‘The Goodbye Boat’ by Mary Joslin pub Eerdmans. William B Pub company, 1999 ISBN – 13 9780802851864 ‘Badger’s Parting Gift by Sue Varley, Anderson Press ISBN 978-

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Y2 Spring B	AT2 (Level 2) Questions of meaning and purpose Ask questions about puzzling aspects of life and experience and suggest answers, including religious ones Vocabulary <i>In this unit pupils will have an opportunity to use words or phrases such as:– Palm Sunday</i>	universally agreed answers.	<p><i>people have their feet washed in the Holy land? What was Jesus showing to his disciples?</i></p> <ul style="list-style-type: none"> • Link actions in the Easter story to the Signs and Symbols and artefacts of the Autumn Term and say how this meal is still remembered by Christians regularly in the Eucharist/communion and why. <p>Choose from the range of activities below to gain good understanding of the Easter Story and why it is so important for Christians</p> <ul style="list-style-type: none"> • Pupils draw the bread and the wine and write the symbolism—the body and blood of Jesus. • Pupils could make their own bread and sieve grapes to represent wine and discuss how many people would have been sharing the meal with Jesus. • Contrast the sadness of the Crucifixion – felt by the followers of Jesus at that time and by Christians today with the joy of the Resurrection. <i>Why were</i> 	0862640620 BBC Festivals and Celebrations (Christianity and Easter) ‘Stop, Look and Listen: Animated Bible Stories: The First Easter’ Channel 4 Schools The Miracle Maker, Icon Home Entertainment ISBN 978- 0340749586

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Y2 Spring B	<p>Last Supper Good Friday Easter Sunday disciples crucifixion resurrection tomb joy sadness</p> <p>Artefacts <i>Pupils will have the opportunity to look at, observe and possibly handle:</i> Palm crosses Palm leaves Bread/grape juice</p>		<p><i>these two days so sad and then so joyful? When do we have sad days followed by joyful days?</i></p> <ul style="list-style-type: none"> • Explain that Good Friday is the most important day of the year for Christians – more so than Christmas, as without the Resurrection Jesus would simply have been just another good teacher. • Groups to perform short dramas showing contrast between the loss, grief and sorrow of Good Friday and the joy and excitement of Easter Sunday. • Explain that some Christians, like the Russian Orthodox, celebrate Easter day from the moment the sun rises, having kept watch all night and celebrate all day with cries of 'Jesus is alive' and responses 'he is alive indeed'. Meals are shared, new clothes are worn, hymns sung and prayers said. • Provide a range of opportunities for pupils to discuss the issues associated with Jesus' death and resurrection. • Class to make own class story about someone who 	<p>http://www.thegrid.org.uk/learning/re/ks1_2/resources/herts_sow/year2.shtml</p> <p>www.reonline.org.uk</p> <p>www.request.org.uk/infants/festivals/easter</p> <p>Link to Literacy, ICT, D&T</p>

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<p>Y2 Spring B</p>	<p>Bowl for foot washing</p>		<p>is loved/liked leaving. Describe how others miss this person and how they feel now and later when this person unexpectedly returns.</p> <ul style="list-style-type: none"> • Create a sliding puppet style theatre (from a large cardboard box) with painted scene pictures of each stage in the Easter Story for pupils to retell the story in small groups. • Using school percussion instruments, ask the pupils to compose their own piece of music to reflect the mood of Good Friday sadness and Easter joy. • Create a quiet, reflective space where pupils can produce their own drawings, poems, on the sadness of the crucifixion and the joy of the resurrection. The space could also include relevant artefacts or colour contrasts. Link to the Christian understanding of the Easter story and why it is important to Christians today. 	