



SUMMER



<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 43-45 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 Summer Religious Leaders This unit is about: The work of religious leaders within the community (5 hours)</p>	<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>AT2 (Level 2) Values and commitments Recognise and</p>	<p>AT1 1:4 about authority figures who influence their lives and find out about religious leaders and their work within local faith communities;</p> <p>AT2 1:15 to reflect on how spiritual and moral values influence their behaviour, choices and those of others.</p>	<p>WHO ARE THE IMPORTANT PEOPLE IN THE LIVES OF THE CLASS? (1:4, 1:15)</p> <ul style="list-style-type: none"> • In talking partners discuss this question. Ask the pupils to decide between them who are important in their lives, for example, parents and carers, teacher, Head teacher. Discussing why these people are important for the pupils. • Pupils then share views in larger groups/whole class, recording responses using a mind map. • As a whole class, discuss the meaning of the term 'authority' and how we should respond to it. Point out that with authority comes responsibility. Discuss how and what pupils can learn from someone in authority. 	<p>Note: restrict this part of the work. It is not the main purpose of the RE</p> <p>See Faith Communities Directory HGFL RE General Guidance Documents to book a faith visitor in the weeks ahead Literacy link:</p>

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Y2 Summer NB Hertfordshire Agreed Syllabus (page 6) Time allocation does not include school productions/ rehearsal time/ celebration assemblies	describe some religious values in relation to matters of right and wrong. Make links between these and their own values. Vocabulary <i>In this unit pupils will have an opportunity to use words or phrases such as:-</i> leader religious authority responsibility Vicar Priest	AT1 1:4 about authority figures who influence their lives and find out about religious leaders and their work within local faith communities	<ul style="list-style-type: none"> • <i>Who else do the pupils know who is in authority?</i> Eg. Brownie/Beaver leaders, police, Prime Minister etc. • Pupils to draw a sketch of someone in authority; name them and discuss why they think they are important. Add speech bubbles with the person saying something authoritative or make up a short conversation between themselves and a person in authority. This could be part of a whole school display, or a class book. WHO ARE THE IMPORTANT PEOPLE IN THE LIVES OF RELIGIOUS PEOPLE/GROUPS? (1:4, 1:15) <ul style="list-style-type: none"> • Choose between two and four religious groups and find out if the pupils know the names given to the religious leaders. Have pictures or photographs ready to share. Working in small groups ask the pupils to use 	speech bubbles and speech marks Cross curricular links: History, where pupils are taught about the lives of significant people PHSE where pupils realise that people and other living things have needs and they have responsibilities to meet them. www.REonline.org.uk/infants has a good

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<p>Y2 Summer</p>	<p>Minister Rabbi Imam Granthi</p> <p>Artefacts <i>Pupils will have the opportunity to look at, observe and possibly handle:</i> Objects brought and used by the local religious leader when visiting the pupils</p>	<p>AT2 1:15 to reflect on how spiritual and moral values influence their behaviour, choices and those of others</p>	<p>non-fiction books/photographs/the internet to find out about the role, work and teachings of one of the following:</p> <ul style="list-style-type: none"> • Vicar/Priest/Minister/Pastor – Christianity • Rabbi (Judaism) • Granthi (Sikhism) • Priest (Hinduism) • Imam (Islam) <ul style="list-style-type: none"> • Each group share the information about their chosen religious leader with the whole class. • Using the information found, pupils prepare questions to ask an invited local religious leader about their work in the community, what they teach and why. Film the visit if possible. • Encourage pupils to ask further questions about how the leader shows authority towards their religious groups. • Write a plan of a typical week for this leader. Consider the variety of tasks undertaken and 	<p>selection of images and information about religious leaders HGfL RE Year 2 Additional Resources Articles of Faith provide soft dolls dressed as religious leaders which might help less able pupils. DVDs 'Stop, Look and Listen – Water, Moon, Candle, Tree and Sword' Pub BBC Schools</p>

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<p>Y2 Summer</p>	<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 1:4 about authority figures who influence their lives and find out about religious leaders and their work within local faith communities;</p>	<p>why they might be important for both the leader and the religious group. Send some examples of these to the religious leader as part of a ‘thank you’ letter.</p> <ul style="list-style-type: none"> • Consider how the teaching and/or example set by a religious leader might help a child of that faith as they grow up. <p>WHY IS IT NECESSARY TO HAVE LEADERS OF RELIGIOUS COMMUNITIES? (1:4)</p> <ul style="list-style-type: none"> • Discuss this question as a plenary session – drawing together what has been learned in this unit for example, about authority community needs, teaching etc. Pupils to draw a religious leader of their choice undertaking a typical task for example, teaching, praying, and visiting the sick, leading services. Underneath describe what they are doing and why such people are important in the lives of so many people. 	<p>‘Watch: Places for Worship’ (Christianity, Judaism, Islam) BBC Schools www.thegrid.org. uk/learning/re/ks 1_2/resources/in dex.shtml interview with a rector Living Library ‘vicar’ Interactive Rabbi Arrange visit ahead of time. Pupils could write to invite him/her themselves. Brief them fully prior to lesson.</p>

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			<ul style="list-style-type: none"> Share the drawings and writing with others. Discuss what pupils can learn about living with others from the leaders. 	
Y2 Summer Easy Questions – Difficult Answers This unit is about: the ultimate questions raised by the natural world (5 Hours)	AT1 (Level 2) Beliefs and teachings Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary. AT2 (Level 2) Identity and experience Describe and respond	AT1 1: 1 about some of the beliefs people hold, including belief in God/gods; AT2 1:11 about relationships, considering their own experiences, including challenging times; AT2 Meaning and Purpose 1:12 some stories told	WHAT ARE EASY QUESTIONS? WHY ARE SOME ANSWERS DIFFICULT? (1:1, 1:11, 1.12) <ul style="list-style-type: none"> Discuss why we ask questions, for example to discover facts, to get to know someone. <i>The kinds of questions which can be asked, for example Who? What? Where? The kinds of questions you like to be asked. “Would you like some chocolate?” Questions you do not like to be asked, for example “Have you tidied your room?”</i> We do not always like the answers to some questions. Check whether everyone has the same answer to a question, for example the best football team. Discuss how answers may depend on own feelings, experience and choice. <i>Pupils write their own questions starting with</i> 	<i>‘I Wonder Why?’</i> Lois Rock ISBN - 780745944616 www.thegrid.org.uk/learning/re/ks1_2/resources/index.shtml clicker grid Dottie and Buzz Interactive sorting activity

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<p>Y2 Summer NB Hertfordshire Agreed Syllabus (page 6) Time allocation does not include school productions/ rehearsal time/ celebration assemblies</p>	<p>sensitively to their own and others' experiences and feelings, including characters in stories with religious meaning. Vocabulary <i>In this unit pupils will have an opportunity to use words or phrases such as:-</i> puzzling, difficult wonder, belief God, creation birth, death Artefacts <i>Pupils will have the opportunity to</i></p>	<p>in different religious traditions about the natural world, considering some of the questions they raise to which there may be no universally agreed answers.</p> <p>AT1 1:1 about some of the beliefs people hold, including belief in God/gods;</p>	<p><i>Who, What, Why, Where or How?</i> To put in a class made box entitled '<i>I Wonder why?</i>' for pupils to select randomly and try to answer in small groups or pairs or provide an 'Ask it basket'.</p> <ul style="list-style-type: none"> Explain that the class will be looking at some questions that lots of people ask, some of which are difficult to answer. Emphasise that it is important that we all respect the views of each person even if we do not agree with them. These lessons are not like maths, many questions do not have a right or wrong answer. <p>WHO IS GOD? (1: 1, 1:14)</p> <ul style="list-style-type: none"> Class discuss ideas of God – mind map with teacher scribing ideas on board/flipchart. (Teacher may stimulate discussion with questions such as “Is God strong or weak, old or young?”). 	<p>'Ask it Basket'- is a phrase taken from Flat Stanley by Jeff Brown 'Stanley and the magic lamp'</p> <p>Cross curricular links:PHSE</p>

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Y2 Summer	<p><i>look at, observe and possibly handle</i> Bible, Qur'an</p> <p>AT1 Beliefs and teachings Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary.</p> <p>AT2 Values and commitments Recognise and</p>	AT2 1:14 to recognise how people are thankful for the earth's resources;	<ul style="list-style-type: none"> • Talking partners to discuss what question they might ask to the person who knows everything. Choose from these activities • Share a song/hymn about creation, for example "All things bright and beautiful"/"Who put the colours in the Rainbow?" or illustrate key words from a psalm, for example Psalm 18, 1-2. • Read the Biblical story of creation from a Pupil's version of the Bible. <i>What do the song and the story tell about Christian ideas of God?</i> • Explore other religions that are God centred; discuss the 99 names for God in the Islamic faith. Encourage pupils to share with the class the beliefs of their families. • <i>Some Christians talk to God as a friend – Where? How? What about? Do people of other faiths do the same?</i> Explore different 	<p>'In the Beginning' a Big Book by Steve Turner ISBN 780745944319</p> <p>BBC Come and Praise hymn book</p> <p>Link to Literacy</p> <p>'The Beginners Bible' published by Lion ISBN 086065845 7 Or other Bibles for children</p>

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Y2 Summer	describe some religious values in relation to matters of right and wrong. Make links between these and their own values.		<p>styles of Christian prayer and how they are constructed. Where and how are they used?</p> <ul style="list-style-type: none"> • Using cut outs of a hand, label each finger with the following: saying hello; telling some good news; sharing something to be unhappy about; being concerned about someone else and saying goodbye. • Talk about the first and last fingers and how some Christians address God. Pupils draw a picture inside each of the middle 3 fingers as an example of the things Christians might say to God. • Discuss what Muslims do when they pray to God. <i>Do the pupils think that people of different faiths have different ideas about God?</i> • <i>Ask the pupils to paint or draw a picture called 'Who is God?' or 'Where is God?'-ask them to describe their painting.</i> 	<p>Link to NATRE's Spirited Arts competition www.natre.org.uk</p> <p>Observe the rules that your Muslim children will follow regarding pictorial representation</p>

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<p>Y2 Summer</p>	<p>AT2 Identity and experience Describe and respond sensitively to their own and others' experiences and feelings, including characters in stories with religious meaning.</p> <p>AT2 Meaning and Purpose Ask questions about puzzling aspects of life and experience and</p>	<p>AT2 1:11 about relationships, considering their own experiences, including challenging times;</p> <p>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 universally agreed answers;</p>	<p>WHY AM I HERE? (1:11, 1:12)</p> <ul style="list-style-type: none"> • Share the story – 'Badger's Bring Something Party'. • Discuss how the mole felt at the start of the party and then at the end. <i>What was special about mole?</i> • Ask the pupils to think about what they are good at. • Pupils draw or paint a self portrait or work in pairs taking each other's photographs to show what each pupil is good at. Mount the work on a named large balloon shape for each pupil. Underneath complete the sentence "I am good at ..." Around the balloon write the names of "people I love" and "people who love me". • Extension: Every pupil to have 5 post-its, each with the name of a pupil in the class. Pupils write a sentence about the named pupil, for example "Darren is good fun", "Lara 	<p>'Badger's Bring Something Party' By Midwyn Oram and Susan Varley ISBN 978-0862645113</p>

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<p>Y2 Summer</p>	<p>suggest answers, including religious ones.</p> <p>AT1 Beliefs and teachings Describe some religious ideas</p>	<p>AT1 1:1 about some of the beliefs people hold, including belief in God/gods;</p>	<p>is good at football". (Emphasise that what is written must be positive). Attach post-its to the front of the named pupil's balloons. OR</p> <ul style="list-style-type: none"> • Create a 'friendship web' using a brightly coloured ball of wool and inviting pupils to take turns to pass the extended wool to another pupil without letting go, as they say something positive about them. Eventually, after everyone has had a turn a 'web' will have been created. This can be placed on the floor for the pupils to look at and admire. • Plenary – "<i>Why am I here?</i>" - guided discussion towards pupils' effects on others and on the world. The hope that we can make each other happy. <p>WHAT IS GOOD? WHAT IS BAD? (1:1, 1:11)</p> <ul style="list-style-type: none"> • Story - Pandora's Box – a Greek creation myth. • Make and decorate a good box and a bad 	<p>ICT link – digital photography Ask another adult to photograph the making of the web or the completed web Gently pulling the web in different places illustrates 'cause and effect'</p> <p>'Pandora' by Robert Burleigh, illustrated by Paul Colon ISBN 100152021787</p>

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Y2 Summer	<p>from stories and some basic religious beliefs and teachings, using some religious vocabulary.</p> <p>AT2 Identity and experience Describe and respond sensitively to their own and others' experiences and feelings, including characters in stories with religious meaning</p>	<p>AT2 1:11 about relationships, considering their own experiences, including challenging times;</p> <p>AT1 1:1 about some of the beliefs people hold, including belief in God/gods;</p>	<p>box. <i>Discuss - what you would put in each box. Does it matter if other people are hurt? Is it ever OK to do the wrong thing, for example when someone hurts you?</i> Encourage pupils to write out word cards to put in the box to be used in role-play, record their own thoughts and feelings about what is good/bad.</p> <ul style="list-style-type: none"> • <i>Do the pupils think that faith beliefs affect how people behave?</i> • Plenary - discuss choices and their effects – some issues may arise that may need to be further addressed. <p>IS DEATH THE END? (1:1, 1:11, 1:12)</p> <ul style="list-style-type: none"> • Ask the pupils what they think are the two things that happen to everyone – whoever they may be. The answers will vary but many will end up with 'birth' and 'death' Discuss birth first and the joyous celebrations linked 	<p>You must be aware of the domestic situations of the pupils before starting these kinds of</p>

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Y2 Summer	feelings, including characters in stories with religious meaning. AT2 Meaning and Purpose Ask questions about puzzling aspects of life and experience and suggest answers, including religious ones.		<ul style="list-style-type: none"> • <i>Story - "Badger's Parting Gifts" Discuss how the animals felt when they realised that Badger had died. What did they talk about? What did Badger leave behind that the animals could remember with such joy?</i> • Identify the gifts with the class through, for example, linking the gifts to the animals; paper folding to make a string of gifts; or making a shoe box 'scene'. • Discuss with the pupils where they think Badger might be now. Remind the pupils of the tunnel in the story – re read if necessary. <i>If they went down the tunnel what do they think would be at the other end?</i> • Talking partners to discuss what the pupils think. • Invite the pupils to show what they imagine to be at the end of the tunnel through art, drawing, writing, model making. • Discuss the pupil's ideas; share the finished 	<p>'Badger's Parting Gifts' by Susan Varley, Anderson Press ISBN 9780862640620 ICT link</p> <p>Link to Art, Design, D and T Encourage pupils to use these questions to ask further questions</p>

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<p>Y2 Summer</p>			<p>work with the pupils explaining what they have done. Encourage sensitivity and open-mindedness. Affirm the pupils in their thoughts, for example “I can understand why you think that”, “That is an idea other people also believe”. Remind the pupils that adults are often unsure about what happens after this life and that there are some questions that we can never answer.</p> <ul style="list-style-type: none"> • Share the Christian belief of life after death as well as faith beliefs of pupils in your class. • Plenary discussion - reflect on the learning in this unit. In pairs pupils generate 3 easy questions with easy answers and 3 easy questions with difficult answers. 	<p>Concepts of an afterlife eg. 'heaven' may be discussed – sensitivity will be required so that individual beliefs are not shattered by others.</p>