



Churchfields Infants' School: Year Two curriculum information

Religious Education



Outlined below is a summary of the skills children will work on during each half term in Year Two, along with some activities children will complete, key vocabulary that will be taught and ideas of how parents can help to develop this learning at home.

Half Term	Skills	Activities	Key Vocabulary	How can you help at home?
<p>Autumn 1</p> <p>Are We Nearly There Yet?</p>	<ul style="list-style-type: none"> - learning about Creation and what different religions believe about it - showing respect for all beliefs, even if not synonymous with our own <p>Revision:</p> <ul style="list-style-type: none"> - <i>recap on festivals children have been learning about in the past</i> 	<ul style="list-style-type: none"> - creating own world with objects of value, and choosing values that would underpin it - What makes you wonder about our planet? - refining and discussing personal ideas about how the world was created and what others believe - learning about the Christian and Islamic Creation stories and comparing them <p>Revision:</p> <ul style="list-style-type: none"> - <i>discuss celebrations for different religions</i> 	<ul style="list-style-type: none"> creator creation values belief religion respect awe wonder Creation story God Allah Christianity Islam Hinduism Sikhism Judaism Buddhism names of other religions, including those represented in our school community 	<ul style="list-style-type: none"> - generate questions together about things that make you wonder - discuss what you believe about Creation with your child and allow them to do the same. If you have any friends/family with different beliefs, encourage your child to talk about these ideas with them too if they are willing - see if you can find out about any other beliefs about Creation, from different religions or other groups. Share faith (or other) stories around Creation

<p>Autumn 2</p> <p>Once Upon a Time...</p>	<ul style="list-style-type: none"> - learn about festivals celebrated at this time of year by people of different religions - understand the meaning behind festivals and what they teach the people who celebrate them - understand how festivals are celebrated - understand the meaning of Christmas <p>Revision:</p> <ul style="list-style-type: none"> - recap on festivals children have been learning about in the past 	<ul style="list-style-type: none"> - making and displaying diya lamps and creating rangoli patterns - understanding the story of why Guru Nanak's Birthday is celebrated; why was he important? - Hanukah story and how it is celebrated - what makes a special gift? - Christingle workshop and how it represents Christmas <p>Revision:</p> <ul style="list-style-type: none"> - discuss celebrations for different religions - revisiting what makes us wonder, linked to festivals 	<ul style="list-style-type: none"> festival celebration lesson meaning Diwali Guru Nanak Hanukah Christmas Christingle <ul style="list-style-type: none"> Christianity Islam Hinduism Sikhism Judaism Buddhism names of other religions, including those represented in our school community 	<ul style="list-style-type: none"> - discuss how festivals are celebrated in your family - discuss festivals and celebrations with family members/friends of different faiths and how they celebrate - share stories of festivals and celebrations from faith groups and within communities
<p>Spring 1</p> <p>It's Cold Outside...</p>	<ul style="list-style-type: none"> - How do the stories of Jesus inspire Christians today? - lessons that Christians take from stories about Jesus and how they can be applied to their lives - festival of Chinese New Year: who is it celebrated by and why? 	<ul style="list-style-type: none"> - responding to stories about Jesus (including, but not limited to the story of Zacchaeus, The Widow's Mite, The Prodigal Son, The Wise and Foolish Builders, The Feeding of the 5000) - what would you give as a gift if you could? 	<ul style="list-style-type: none"> festival celebration lesson meaning Chinese New Year <ul style="list-style-type: none"> Christianity Islam Hinduism Sikhism Judaism Buddhism 	<ul style="list-style-type: none"> - discuss how festivals are celebrated in your family - discuss festivals and celebrations with family members/friends of different faiths and how they celebrate - share stories of festivals and celebrations from faith groups and within communities - think about any stories you know (religious or otherwise) that have a lesson. What can we learn from them about how to behave well and do the right thing?

	<ul style="list-style-type: none"> - understand the meaning behind the festival of Chinese New Year <p>Revision:</p> <ul style="list-style-type: none"> - <i>learn about festivals celebrated by people of different religions</i> - <i>understand the meaning behind festivals and what they teach the people who celebrate them</i> - <i>understand how festivals are celebrated</i> 	<ul style="list-style-type: none"> - when and why should we forgive? - what should we have as our 'wise foundations' to help us be and do good? - making Chinese New Year posters <p>Revision:</p> <ul style="list-style-type: none"> - <i>discuss celebrations for different religions</i> - <i>revisiting what makes us wonder, linked to festivals</i> 	<p>Bible Jesus parable moral</p>	<ul style="list-style-type: none"> - discuss themes from stories you know as a family when you get the opportunity – if you're not sure of any stories to discuss you could discuss some of the themes in the 'Activities' column that children will be talking about at school
<p>Spring 2</p> <p>What the Eyes Don't See...</p>	<ul style="list-style-type: none"> - understanding the principles behind the 5Ks that are so important for Sikhs. Why are they important to Sikhs and what does it remind them? - understanding how certain festivals are celebrated and why: Shrove Tuesday (relate to Easter). Why is this important to Christians and what does it remind them? 	<ul style="list-style-type: none"> - mind mapping information about the 5 Ks; opportunity for children to share their knowledge and learn more - learning about Holi as part of learning about India, taking part in a Holi celebration with coloured paint! - making pancakes as part of learning about Shrove Tuesday 	<p>festival celebration lesson meaning Holi Shrove Tuesday Easter</p> <p>Christianity Islam Hinduism Sikhism Judaism Buddhism</p> <p>5 Ks kesh (uncut hair)</p>	<ul style="list-style-type: none"> - discuss how festivals are celebrated in your family - discuss festivals and celebrations with family members/friends of different faiths and how they celebrate - share stories of festivals and celebrations from faith groups and within communities - think about what your child has been learning about the 5 Ks: does your own religion or belief system have any objects that are special to them? What are they and why are they special? - make some delicious pancakes on Shrove Tuesday and see if your child can remember why this is important for Christians

	<p>- understanding how certain festivals are celebrated and why: Easter. Why is this important to Christians and what does it remind them?</p> <p>understanding how certain festivals are celebrated and why: Holi. Why is this important to Hindus and what does it remind them?</p> <p>Revision:</p> <ul style="list-style-type: none"> - <i>learn about festivals celebrated by people of different religions</i> - <i>understand the meaning behind festivals and what they teach the people who celebrate them</i> - <i>understand how festivals are celebrated</i> 	<p>- following the story of Easter; retelling elements of the story</p> <p>Revision:</p> <ul style="list-style-type: none"> - <i>discuss celebrations for different religions</i> - <i>revisiting what makes us wonder, linked to festivals</i> - <i>revisiting stories from different religions and how they are relevant. What do they teach people from this faith?</i> 	<p>kara (steel bracelet) kanga (wooden comb) kaccha/ kachh/ kachera (cotton underwear) kirpan (steel sword)</p> <p>significance</p>	<p>- have a think about the Easter story and what you think it teaches Christians</p> <p>- have a look at some pictures of people celebrating Holi on the internet: can you remember what all the colours of the paint mean? You could even have your own Holi celebration by painting brightly coloured pictures or using powder paint!</p> <p>- maybe you could make a card for someone in your family or a friend who celebrates Easter, Eid, Holi, or any other religious festival at this time of year? They don't have to be festivals you celebrate yourself but can show a friend or family member that you're thinking of them as they celebrate a special time for them!</p>
<p>Summer 1</p> <p>From Out of the Ashes</p>	<p>- What are the most important things in your life? Who are the most important people?</p> <p>- learning about the festival of Eid, and</p>	<p>- visit to the Salway Church Easter Trail</p> <p>- discussion around important people and things in our lives and why we feel they are important</p>	<p>festival celebration lesson meaning</p> <p>Easter Eid</p>	<p>- discuss how festivals are celebrated in your family</p> <p>- discuss festivals and celebrations with family members/friends of different faiths and how they celebrate</p> <p>- share stories of festivals and celebrations from faith groups and within communities</p>

	<p>why and how it is celebrated</p> <ul style="list-style-type: none"> - What/Who is God? - learning stories from Islam that inspire Muslims: The Crying Camel <p>Revision:</p> <ul style="list-style-type: none"> - <i>revisit the events of the Easter story (visit to Salway Church: Easter Trail)</i> - <i>learn about festivals celebrated by people of different religions</i> - <i>understand the meaning behind festivals and what they teach the people who celebrate them</i> - <i>understand how festivals are celebrated</i> - <i>understanding which events, stories and people are important to people who follow different religions and why</i> 	<ul style="list-style-type: none"> - exploring God and Who or What He is. Explore children's own ideas that may or may not be guided by their faith and beliefs. Where do you think God is? - learning about Eid and how it is celebrated - creating mehndi patterns as a way of thinking about celebrating Eid - learning one particular story and how it inspires Muslims: The Crying Camel <p>Revision:</p> <ul style="list-style-type: none"> - <i>learning about the Easter Story</i> - <i>revisiting what children can remember about different festivals and why and how they are celebrated</i> - <i>respectful behaviour towards the opinions of others</i> - <i>applying knowledge about messages delivered in stories</i> 	<p>Islam Muslim Ramadan fasting Qur'an Allah mehndi prayer mosque</p> <p>Christianity Islam Hinduism Sikhism Judaism Buddhism</p> <p>faith stories inspire teach lesson moral</p>	<ul style="list-style-type: none"> - perhaps you could discuss important people and objects in your own lives as a family? This could start a conversation about how this may be influenced by your faith, and children can discuss items and people who are important for different religions, as well as their own if they have one - discuss your own opinions about God and allow your child to talk about theirs and ask any questions if they would like to. This concept often invites lots of curiosity and some questions that can be tricky to answer - continue to think about stories that are important to your faith and what it may teach you. How does this compare to some of the stories that you may know from other faiths? - maybe you could make a card for someone in your family or a friend who celebrates Easter, Eid, Holi, or any other religious festival at this time of year? They don't have to be festivals you celebrate yourself but can show a friend or family member that you're thinking of them as they celebrate a special time for them!
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		<i>about Jesus that inspire Christians when beginning to discuss stories that inspire Muslims – what is similar and different about the messages delivered?</i>		
Summer 2 Lost at Sea	<ul style="list-style-type: none"> - What is The Qur'an and why is it important to Muslims? - What are The Five Pillars of Islam and why are they important to Muslims? If you could choose Five Pillars to lead your life be, what would they be? - The Shahada: why is this important to Muslims? Which words are important to you? - What is it like inside a Mosque and what do Muslims go when they visit? <p>Revision: <i>-- learn about festivals celebrated by people of different religions</i> <i>- understand the meaning behind festivals and what</i></p>	<ul style="list-style-type: none"> - finding out information about The Qur'an and completing their own mind map to share information about it! - creating their own news report to explain what they have found out about The Qur'an - learning about The Five Pillars of Islam (Shahadah, Salah, Zakah, Sawm and Hajj) and discussing why they are important - thinking of their own Five Pillars that they feel they could use to lead their own life - learning about The Shahada, one of The Five Pillars - which words are important to you in 	<ul style="list-style-type: none"> festival celebration lesson meaning Qur'an Allah Prophet Muhammad Jibreel/Jibril The Five Pillars Shahada Salah Zakah Sawm Hajj Mosque Imam prayer mat crescent moon star wudu Mecca/Makkah Christianity 	<ul style="list-style-type: none"> - discuss how festivals are celebrated in your family - discuss festivals and celebrations with family members/friends of different faiths and how they celebrate - share stories of festivals and celebrations from faith groups and within communities - ask a family member or friend who is Muslim what their religion means to them and why they feel it is important. You could also ask people you know who follow other religions, or who don't follow one at all, about their beliefs and why they are important to them! - discuss five things as a family that could be The Five Pillars for how you live your lives – these may or may not be influenced by your faith - which words are important to you as a family? – these may or may not be influenced by your faith

	<p><i>they teach the people who celebrate them</i></p> <ul style="list-style-type: none"> - <i>understand how festivals are celebrated</i> - <i>understanding which events, stories and people are important to people who follow different religions and why</i> - <i>knowledge of other places of worship</i> 	<p>your life (these may be influenced by beliefs or other ideas)</p> <ul style="list-style-type: none"> - possible visit to South Woodford Mosque - sharing experiences of visiting a Mosque and what happens there <p>Revision:</p> <ul style="list-style-type: none"> -- <i>revisiting what children can remember about different festivals and why and how they are celebrated</i> - <i>respectful behaviour towards the opinions of others</i> - <i>applying knowledge about different religions to compare e.g. their places of worship</i> 	<p>Islam Hinduism Sikhism Judaism Buddhism</p>	
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------	--