

## Year 2

Year 2 Autumn 1 – Bread as a symbol		
<b>Concept</b>	<b>Concept: Bread as a symbol</b> <b>Key Question:</b> What is the value of a Harvest loaf as a symbol for Christians? <b>Concept Group A</b> Concepts common to all people	
<b>Context</b>	<b>Bread at Harvest</b>	
<b>Tradition</b>	<b>Christian</b>	
<b>Milestone at the end of year 2:</b> <b>At Communicate:</b> Children <b>express creatively</b> their response to their own concepts/words introduced. <b>At Apply:</b> Children can <b>recognise (in a different way to Year 1)</b> how their responses relate to events in their own and sometimes other people’s lives. <b>At Inquire and Contextualise:</b> Children can <b>simply describe</b> what has been taught about the concept/word and how they are used in the tradition studied. <b>At Evaluate:</b> Children can in <b>simple terms discern something of the value</b> of these concepts/words in the lives of those living in the traditions studied as well as for their own lives and communities. <b>Key:</b> <a href="#">Assessment Opportunity</a>		
<b>Substantive Knowledge</b>	<b>Personal Knowledge</b>	<b>Disciplinary Knowledge</b> ‘Ways of Knowing’ Pillar
Children will Know that... <ul style="list-style-type: none"> <li>• A symbol is something (bread) that stands for or represents something else to people (revisit from Year R Spring 2).</li> <li>• There is a process to making bread, which begins with growing wheat, which becomes flour and flour is used to make bread.</li> <li>• During the Christian festival of Harvest, Christians make a Harvest loaf as a symbol of the growing of wheat. This reminds them to be thankful to God for food.</li> <li>• Harvest Festival is generally held in September or October in the UK and is a celebration of the harvest and food grown on the land (revisit from Year R)</li> <li>• Christians celebrate Harvest because they are thankful to God for the crops grown and safely harvested. Christians thank God for the food during harvest. Christians believe God made the world and everything in it. At harvest-time, the sharing of food helps Christians to remember that all gifts come from God and giving is a way to say thank you to God in a practical way whilst remembering that He commanded all people to love and care for others. (Revisit from Year R)</li> </ul>	Children will Know why by... <ul style="list-style-type: none"> <li>• <b>At Communicate...</b> describe, in simple terms their own responses to bread as a symbol.</li> <li>• <b>At Apply ...</b> identify some simple examples of how bread as a symbol relates to their own and others’ lives.</li> </ul>	Children will Know how to ... <ul style="list-style-type: none"> <li>• <b>At Inquire...</b> describe in simple terms how bread can be a symbol.</li> <li>• <b>At contextualise...</b> describe in simple terms how Christians use bread as a symbol at Harvest.</li> <li>• <b>At evaluate...</b> describe in simple terms the value of bread as a symbol at Harvest, for Christians.</li> </ul>
<b>Vocabulary</b>	Bread, Harvest, symbol, Christian, Harvest loaf. <b>Enquiry skills:</b> concept, inquire, contextualise, evaluate, communicate, apply	
<b>Opportunities for promoting children’s spiritual, moral, social and</b>	<b>Spiritual:</b> providing an opportunity to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest and respect for different people’s faiths, feelings & values. <b>Moral:</b> developing an interest in investigating and offering reasoned views and an ability to understand and appreciate the viewpoints of others on these issues.	



<b>cultural (SMSC) development.</b>	<b>Social:</b> sharing our own experiences and responding to the experiences of others. Developing and demonstrating skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. <b>Cultural:</b> willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs
<b>Enrichment &amp; wider development</b>	



## Year 2 Autumn 2 – Candle light as a symbol

<b>Concept</b>	<b>Concept: Candle light as a symbol</b> <b>Key Question:</b> What do candles remind Christians and Jewish people of? <b>Concept Group A</b> Concepts common to all people	
<b>Context</b>	<b>Advent and Hannukah</b>	
<b>Tradition</b>	<b>Christian and Judaism</b>	
<b>Milestone at the end of year 2:</b>  <b>At Communicate:</b> Children <b>express creatively</b> their response to their own concepts/words introduced. <b>At Apply:</b> Children can <b>recognise (in a different way to Year 1)</b> how their responses relate to events in their own and sometimes other people’s lives. <b>At Inquire and Contextualise:</b> Children can <b>simply describe</b> what has been taught about the concept/word and how they are used in the tradition studied. <b>At Evaluate:</b> Children can in <b>simple terms discern something of the value</b> of these concepts/words in the lives of those living in the traditions studied as well as for their own lives and communities.  <b>Key:</b> <a href="#">Assessment Opportunity</a>		
<b>Substantive Knowledge</b>	<b>Personal Knowledge</b>	<b>Disciplinary Knowledge</b> ‘Ways of Knowing’ Pillar
Children will Know that... <ul style="list-style-type: none"> <li>• Light, specifically candles, is a symbol that is used in both Christian and Jewish festivals (advent and Hanukkah) to remember things.</li> <li>• Hanukkah (‘festival of light’) is a festival for Jewish people that lasts 8 days in December.</li> <li>• Hanukkah is to celebrate when the Jews won a war against the Greeks to practice their religion freely, they returned to their destroyed temple and found enough oil to burn a candle for a day, but the oil lasted 8 days.</li> <li>• The menorah is a lamp which Jewish people burn each evening of Hanukkah.</li> <li>• Advent is a celebration which occurs on the build-up (4 weeks before) to Christmas and helps Christians to remember and prepare.</li> <li>• An advent ring has 4 candles, each candle represents part of the Nativity story. The candles are lit throughout advent and the ring represents Jesus’ eternal life and the light symbolises Jesus bringing peace to the world.</li> </ul>	Children will Know why by... <ul style="list-style-type: none"> <li>• <b>At Communicate...</b> Describe, in simple terms their own responses to candle flame</li> <li>• <b>At Apply...</b> identify how candle flame relates to their own lives and lives of others.</li> </ul>	Children will Know how to... <ul style="list-style-type: none"> <li>• <b>At Inquire...</b> describe in simple terms how a candle flame is a reminder of important people or events.</li> <li>• <b>At Contextualise...</b> Describe, in simple terms the importance of candle flames as a symbol.</li> <li>• <b>At Evaluate...</b> Describe in simple terms the importance of candle flames as a symbol.</li> </ul>
<b>Vocabulary</b>	<b>Enquiry skills:</b> concept, inquire, contextualise, evaluate, communicate, apply	
<b>Opportunities for promoting children’s spiritual, moral, social and</b>	<b>Spiritual:</b> providing an opportunity for enjoyment and fascination about their own lives and those of others. Giving opportunities to rejoice and celebrate things that are important to us.  <b>Moral:</b> developing an ability to understand and appreciate the viewpoints of others on these issues.	



<b>cultural (SMSC) development.</b>	<p><b>Social:</b> sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities.</p> <p><b>Cultural:</b> willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.</p>
<b>Enrichment &amp; wider development</b>	



## Year 2 Spring 1 - Remembering

<b>Concept</b>	<b>Concept: Remembering</b> <b>Key Question:</b> <b>Concept Group A</b> Concepts common to all people	
<b>Context</b>	<b>Passover</b>	
<b>Tradition</b>	<b>Jewish</b>	
<b>Milestone at the end of year 2:</b>		
<p><b>At Communicate:</b> Children <b>express creatively</b> their response to their own concepts/words introduced.</p> <p><b>At Apply:</b> Children can <b>recognise (in a different way to Year 1)</b> how their responses relate to events in their own and sometimes other people's lives.</p> <p><b>At Inquire and Contextualise:</b> Children can <b>simply describe</b> what has been taught about the concept/word and how they are used in the tradition studied.</p> <p><b>At Evaluate:</b> Children can in <b>simple terms discern something of the value</b> of these concepts/words in the lives of those living in the traditions studied as well as for their own lives and communities.</p> <p><b>Key:</b> <a href="#">Assessment Opportunity</a></p>		
<b>Substantive Knowledge</b>	<b>Personal Knowledge</b>	<b>Disciplinary Knowledge</b> 'Ways of Knowing' Pillar
Children will Know that... <ul style="list-style-type: none"> <li>Remembering means to bring to mind something.</li> <li>You can use a variety of things to help you remember something, e.g. photos, letters, souvenirs, videos etc.</li> <li>Passover is a celebration of freedom, the story in Exodus when Moses lead the Israelites out of Egypt, seeing this as the emergence of the Jewish nation, under the guidance of God.</li> <li>Passover is generally celebrated between the end of March and the start of April.</li> <li>Families meet (often at home) to celebrate the seder meal where they gather and eat together and discuss the story of Passover. It is also a change for the adults to teach the children.</li> <li>A seder plate helps Jews remember the Passover story. The seder plate is often a plate split into 6 sections, but can be just a normal plate, and has the ceremonial foods on it (matzah: flatbread, zeroa: shankbone, beitzah: egg, maror: bitter herbs, charoset: paste, often fruit and nuts, karpas: vegetables).</li> </ul>	Children will Know why by... <ul style="list-style-type: none"> <li><b>At Communicate...</b> describe, in simple terms their own responses to remembering in their own experience.</li> <li><b>At Apply...</b> describe in simple terms ways in which remembering can be applied to their own and others' lives.</li> </ul>	Children will Know how to ... <ul style="list-style-type: none"> <li><b>At Inquire...</b> describe, in simple terms what remembering means.</li> <li><b>At Contextualise...</b> <a href="#">Identify ways in which Jews remember the Passover story.</a></li> <li><b>At Evaluate...</b> describe, in simple terms, the value/importance of remembering Passover for the Jews.</li> </ul>
<b>Vocabulary</b>	Remembering, Passover, importance, value, seder, seder plate, matzah, zeroa, <b>Enquiry skills:</b> concept, inquire, contextualise, evaluate, communicate, apply	
<b>Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development.</b>	<p><b>Spiritual:</b> providing an opportunity for enjoyment and fascination about their own lives and those of others. Giving opportunities to rejoice and celebrate things that are important to us.</p> <p><b>Moral:</b> developing an ability to understand and appreciate the viewpoints of others on these issues.</p> <p><b>Social:</b> sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities.</p>	



	<b>Cultural:</b> willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.
<b>Enrichment &amp; wider development</b>	





## Year 2 Spring 2 - Belief

<b>Concept</b>	<b>Concept: Belief</b> <b>Key Question:</b> What beliefs do Christians have about Jesus (at Easter)? <b>Concept Group A</b> Concepts common to all people	
<b>Context</b>	Easter	
<b>Tradition</b>	Christian	
<b>Milestone at the end of year 2:</b>  <b>At Communicate:</b> Children <b>express creatively</b> their response to their own concepts/words introduced. <b>At Apply:</b> Children can <b>recognise (in a different way to Year 1)</b> how their responses relate to events in their own and sometimes other people's lives. <b>At Inquire and Contextualise:</b> Children can <b>simply describe</b> what has been taught about the concept/word and how they are used in the tradition studied. <b>At Evaluate:</b> Children can in <b>simple terms discern something of the value</b> of these concepts/words in the lives of those living in the traditions studied as well as for their own lives and communities.		
<b>Key: Assessment Opportunity</b>		
<b>Substantive Knowledge</b>	<b>Personal Knowledge</b>	<b>Disciplinary Knowledge</b> 'Ways of Knowing' Pillar
Children will Know that... <ul style="list-style-type: none"> <li>• Belief means an acceptance that something is true.</li> <li>• Believing/not believing something can change the way we act, e.g: if I believe it won't rain then I won't bring a rain coat.</li> <li>• Palm Sunday is when Jesus came to Jerusalem for a special festival, he was welcomed into the city by people waving palm branches and calling out nice things, e.g. "God bless the King" (revisit from Year 1 Spring 2).</li> <li>• Easter is a Christian celebration which helps them remember the death and resurrection of Jesus, Jesus was given a new life and Christians believe through Jesus they have new life too (Revisit from Year R Spring 2).</li> </ul>	Children will Know why by... <ul style="list-style-type: none"> <li>• <b>At Communicate...</b> describe in simple terms their response to the concept of belief.</li> <li>• <b>At Apply...</b> Describe in simple terms how belief relates to their own lives and those of others.</li> </ul>	Children will Know how to ... <ul style="list-style-type: none"> <li>• <b>At Inquire...</b> Describe in simple terms the concept of belief.</li> <li>• <b>At Contextualise...</b> Identify ways in which the concept of belief is expressed by Christians at Easter.</li> <li>• <b>At Evaluate...</b> Describe in simple terms the belief for Christians in the Easter story.</li> </ul>
<b>Vocabulary</b>	Belief, Palm Sunday, Easter, Jesus. <b>Enquiry skills:</b> concept, inquire, contextualise, evaluate, communicate, apply	
<b>Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development.</b>	<b>Spiritual:</b> providing an opportunity to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest and respect for different people's faiths, feelings & values.  <b>Moral:</b> developing an interest in investigating and offering reasoned views and an ability to understand and appreciate the viewpoints of others on these issues.  <b>Social:</b> sharing our own experiences and responding to the experiences of others. Developing and demonstrating skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.  <b>Cultural:</b> willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.	



Enrichment &  
wider  
development

Trip to Colbury church for a Easter service.





## Year 2 Summer 1 – Special (books)

<b>Concept</b>	<b>Concept: Special (in relation to books)</b> <b>Golden Thread: Special</b> <b>Key Question:</b> What do we think about the specialness of the Bible? <b>Concept Group A</b> Concepts common to all people	
<b>Context</b>	<b>Special Books</b>	
<b>Tradition</b>	<b>Christian and Judaism</b>	
<b>Milestone at the end of year 2:</b>  <b>At Communicate:</b> Children <b>express creatively</b> their response to their own concepts/words introduced. <b>At Apply:</b> Children can <b>recognise (in a different way to Year 1)</b> how their responses relate to events in their own and sometimes other people’s lives. <b>At Inquire and Contextualise:</b> Children can <b>simply describe</b> what has been taught about the concept/word and how they are used in the tradition studied. <b>At Evaluate:</b> Children can in <b>simple terms discern something of the value</b> of these concepts/words in the lives of those living in the traditions studied as well as for their own lives and communities.  <b>Key:</b> <a href="#">Assessment Opportunity</a>		
<b>Substantive Knowledge</b>	<b>Personal Knowledge</b>	<b>Disciplinary Knowledge</b> ‘Ways of Knowing’ Pillar
Children will Know that... <ul style="list-style-type: none"> <li>• Special means better, greater or different from usual (re-visit Year R summer 1).</li> <li>• Some people believe books can be special, a book that is special to you now might not always be special.</li> <li>• The special book for Christians is the Bible, it is special to them because it tells stories about how to live life and how to follow God.</li> <li>• The special book for Jews is the Torah scrolls, this is the 5 books of Moses. These scrolls included the 10 commandments which are important for Jews to follow.</li> </ul>	Children will Know why by... <ul style="list-style-type: none"> <li>• <b>At Communicate</b> describe in simple terms their response to the concept of <i>specialness in relation to books</i></li> <li>• <b>At Apply...</b> identify simple examples of how and why <i>books</i> can be <i>special</i> to themselves and others.</li> </ul>	Children will Know how to ... <ul style="list-style-type: none"> <li>• <b>At Inquire...</b> describe in simple terms the meaning of <i>specialness</i>.</li> <li>• <b>At Contextualise...</b> Describe in simple terms the ways in which the Bible is <i>special</i> to Christians and the Torah to Jews</li> <li>• <b>At Evaluate...</b> Describe in simple terms the value of these special books to believers.</li> </ul>
<b>Vocabulary</b>	Special, book, Bible, Torah Scrolls, 10 commandments. <b>Enquiry skills:</b> concept, inquire, contextualise, evaluate, communicate, apply	
<b>Opportunities for promoting children’s spiritual, moral, social and cultural (SMSC) development.</b>	<b>Spiritual:</b> helping children be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values.  <b>Moral:</b> developing an ability to understand and appreciate the viewpoints of others on these issues. Understanding the consequences of their behaviour and actions.  <b>Social:</b> sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities. Developing and demonstrating skills and attitudes to allow them to participate fully in and contribute positively to life in modern Britain.  <b>Cultural:</b> willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.	





## Year 2 Summer 2 - God

<b>Concept</b>	<b>Concept: God</b> <b>Golden Thread: Love</b> <b>Key Question:</b> When might you or other people think about God? <b>Concept Group B</b> Concepts that are shared by many religions	
<b>Context</b>	<b>God Talk</b>	
<b>Tradition</b>	<b>Christian and Sikhi</b>	
<b>Milestone at the end of year 2:</b>  <b>At Communicate:</b> Children <b>express creatively</b> their response to their own concepts/words introduced. <b>At Apply:</b> Children can <b>recognise (in a different way to Year 1)</b> how their responses relate to events in their own and sometimes other people's lives. <b>At Inquire and Contextualise:</b> Children can <b>simply describe</b> what has been taught about the concept/word and how they are used in the tradition studied. <b>At Evaluate:</b> Children can in <b>simple terms discern something of the value</b> of these concepts/words in the lives of those living in the traditions studied as well as for their own lives and communities.  <b>Key:</b> <a href="#">Assessment Opportunity</a>		
<b>Substantive Knowledge</b>	<b>Personal Knowledge</b>	<b>Disciplinary Knowledge</b> 'Ways of Knowing' Pillar
Children will Know that... <ul style="list-style-type: none"> <li>God, for Christians and Sikhs, is the creator and ruler of the universe and source of all moral authority; the supreme being.</li> <li>There are lots of times that people might think of God, when feeling different emotions or going through different situations.</li> </ul>	Children will Know why by... <ul style="list-style-type: none"> <li><b>At Communicate</b> describe in simple terms their own response to the idea of <i>God</i></li> <li><b>At Apply...</b> identify simple examples of how ideas about <i>God</i> relate to their own life and the lives of others.</li> </ul>	Children will Know how to ... <ul style="list-style-type: none"> <li><b>At Inquire...</b> describe in simple terms the concept of <i>God</i>.</li> <li><b>At Contextualise...</b> Describe in simple term how the idea of <i>God</i> is expressed in Sikhism and Christianity.</li> <li><b>At Evaluate...</b> describe in simple terms the importance of ideas about <i>God</i> to Sikhs and Christians.</li> </ul>
<b>Vocabulary</b>	God, Christians, Sikhs. <b>Enquiry skills:</b> concept, inquire, contextualise, evaluate, communicate, apply	
<b>Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development.</b>	<b>Spiritual:</b> providing an opportunity to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest and respect for different people's faiths, feelings & values.  <b>Moral:</b> developing an interest in investigating and offering reasoned views and an ability to understand and appreciate the viewpoints of others on these issues.  <b>Social:</b> sharing our own experiences and responding to the experiences of others. Developing and demonstrating skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.  <b>Cultural:</b> willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.	
<b>Enrichment &amp; wider development</b>		

