



| <p style="text-align: center;">Autumn 1 Topic: Movers and Shakers (Y2)</p> | <p style="text-align: center;">Spring 1 Topic: Coastline (Y2)</p> | <p style="text-align: center;">Summer 1 Topic: Magnificent Monarchs (Y2)</p> |
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| <p>Worldview: Judaism Beliefs and Questions (Theology) What does Torah mean for Jewish people?</p> <ul style="list-style-type: none"> • Pupils know that the Torah is a special book for Jewish people containing laws, and history. • Pupils can demonstrate some of the ways in which some Jewish people follow the teachings of the Torah. • They can make connections between some of the teachings and the way that some Jews live their lives. • They can retell some of the history of the Jewish people and suggest why that may be important to Jews. | <p>Worldview: Judaism Community and Identity - Human and Social Science In what ways is the Synagogue important to Jewish people?</p> <ul style="list-style-type: none"> • Recognise that the Synagogue is an important building for many Jewish families. • Begin to ask wondering questions and share and record wonderings as appropriate. • Recall and name some features of a Synagogue and identify what they might teach about Jewish beliefs. • Make links with other places of worship and consider why it is important for communities to come together. | <p>Worldview Religious and non-religious world views Reality and Truth What are the best reasons for following a leader?</p> <ul style="list-style-type: none"> • I know the key leaders for Jewish people and say what makes Joshua a good leader. • I can recount some of the key events that demonstrate Joshua’s leadership skills. • I can say what qualities a good leader should have and put them in order from least to most important. • I understand that different people have different views on what qualities are important to be a good leader. • I can name some leaders in my own community and reflect on what leadership qualities they should have. • I understand that it is important to follow a leader using my own values and questions to guide me. |
| <p style="text-align: center;">Autumn 2 Topic: Movers and Shakers (Y2)</p> | <p style="text-align: center;">Spring 2 Topic: Coastline (Y2)</p> | <p style="text-align: center;">Summer 2 Topic: Magnificent Monarchs (Y2)</p> |
| <p>Worldview: Christianity Community and Identity (Human and Social Science) What do many Christians do when they meet and why?</p> <ul style="list-style-type: none"> • Pupils can describe the key features of Christian worship such as music, sermon, prayer. • Pupils can talk about why Christians meet together. • Pupils can identify and describe some of the other things that Christians do apart from worship, such as foodbanks. • Pupils talk about the impact on the lives of different Christians or spending time together. • Pupils make links between actions and Christian beliefs and teaching. | <p>Worldview: Christianity Beliefs and Questions How do Christians find out what God is like?</p> <ul style="list-style-type: none"> • Pupils can say that Christians learn about what God is like from the Bible. • Pupils recognise that the life of Jesus illustrates the character of God. • Pupils can give different names that Christians use for God i.e. creator, Lord and king. • Pupils can explain how the parables can be seen to illustrate the character of God. • Pupils understand that Christians believe God is loving and forgiving and can give examples of his forgiveness and grace from the parables/ stories they have learnt about. • Pupils understand that for Christians God is one and is three persons: God the Father, God the Son and God the Holy Spirit. | <p>Worldview: Christianity Truth and Reality (Philosophy) How do Christians decide what is right?</p> <ul style="list-style-type: none"> • Pupils are beginning to ask important questions about life and share their own possible answers. • Pupils are beginning to be able to justify their opinions and beliefs, using simple logic. • Pupils can engage in simple debates. • Pupils can use statements for expressing their ideas and give reasons. |
| <p>Religious visits to support the learning of R.E: Synagogue visit/Rabbi visitor/church visit/Paul the Vicar</p> | <p>Religious visits to support the learning of R.E: Synagogue visit/Rabbi visitor/church visit/Paul the Vicar</p> | <p>Religious visits to support the learning of R.E: Synagogue visit/Rabbi visitor/church visit/Paul the Vicar</p> |