

Spring 1 Year Group: Two		Teacher: Debbie Conreen		Religion/belief: Christianity	Key Question: How do we respond to the things that really matter?
Focus Question: Why do some people have religious rituals?					
Links with: Spiritual Moral Social Cultural		Possible Cross-curricular links: Maths – statistics and scores for their superhero top trumps card English – haiku poem to describe their superhero ICT/Music – using audacity to create music to link to different times Jesus prayed		Shared human experience: pupils will identify, explore and reflect on people's experiences of identifying what is of worth and how they respond to show its worth. Living religious traditions: pupils will enquire into examples of worship in religions locally, nationally and globally. Beliefs and values: pupils will ask questions about and respond to some examples of beliefs and values seen in worship and celebration. The search for personal meaning: pupils will think about how they respond to the things that matter most to them and express their thoughts about the meaning of worship in the religions they have studied.	
Attainment Target 1: Learning about religion and belief <ul style="list-style-type: none">• name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate.• identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives.• enquire into and explore how religious beliefs and ideas can be expressed through the arts in worship and communicate their responses.• identify and suggest meanings for religious symbols and begin to use a range of religious words.				Attainment Target 2: Learning from religion and belief <ul style="list-style-type: none">• reflect on and consider religious and spiritual feelings, experiences and concepts such as thanks, joy and sadness, worship, wonder, praise and concern.• enquire into and identify what matters to others and themselves including those with religious commitments, and communicate their responses.• recognise that things we consider of worth, including religious teachings and ideas about worship, can make a difference to individuals, families and the local community.	
	Key questions	Learning objectives/intentions	Possible activities		Possible resources
SHE	Can I explain how people have different kinds of qualities which make them special?	To become aware that people have different kinds/qualities of power To identify some observable and an unobservable powers people have.	The children could come dressed as a superhero – one from a film or book or one made up of their own. What powers does your favourite superhero have? If you designed a superhero, what powers would they have? Why? Children could create a top trumps card for their superhero. Collect and share cartoons, stories, and headlines about people doing something extraordinary. Discuss kinds of power e.g. physical, mental, and spiritual in evidence. Write a poem(5 line haiku, acrostic) describing a hero. What extraordinary things have people		

			<p>done (newspapers, websites etc)? Link in with what is happening around the world.</p> <p>What do you like about your best friend? Children create an acrostic poem about their best friend or simply a description of what it is about them that make them special as their best friend.</p>	
LRT	Can I explain the significance of The Lord's Prayer?	<p>To know that Jesus prayed to God</p> <p>To know that the Lord's Prayer is a Christian prayer.</p> <p>To identify the Lord's Prayer as a special prayer for Christians.</p> <p>To offer an explanation of why they think Jesus prayed.</p>	<p>Discuss:</p> <ul style="list-style-type: none"> • The Lord's prayer • Grace before a meal • Other times when Jesus asks for help and guidance, e.g. on the cross <p>Explore the Lord's Prayer including its source in The Bible. Discuss content and purpose. Interpret it through music, dance, drama or art.</p>	
B and V	Can I explain how Christians communicate with God when they pray?	<p>To begin to understand that Christians believe Jesus used the power gained from prayer to help him follow God's path.</p> <p>To develop awareness that Christians believe prayer is a source of power from God.</p> <p>To describe some different kinds or purposes of prayer.</p>	<p>Start by looking at and reading our school prayer. What do the words mean? Why are they in our school prayer?</p> <p>Read/discuss Jesus praying for power/support e.g. in the desert, on the Mount of Olives and on the cross.</p> <p>Complete thought bubbles to reveal what Jesus might have been feeling. Why did he pray?</p> <p>Take part in quiet reflection, perhaps following a visualisation or reading.</p> <p>Create a piece of music that links with one of the examples - audacity</p> <p>Examine posters, leaflets, photos of notice boards about prayer groups.</p> <p>Develop interview questions or 'hot seat'</p>	

			<p>to explore modern Christian prayer activities. Explore modern prayers including music or ways of praying such as stilling/meditation, use of rosary. Consider what Christians pray for in mealtime 'Grace', at bedtimes and in shared sign of peace. Write a poem or prayer about praise, thanksgiving, asking for help or saying sorry.</p> <p>Children could write a lunchtime prayer for all the school to use. (This will change each year).</p>	
SPM	Can I consider how I could use prayer to help me?	<p>To reflect on their powers and how they might use them.</p> <p>To produce response that shows they are aware of themselves as individuals who can /may change.</p>	<p>Creating a Thank you tree in the classroom – on leaves children write what they are thankful for.</p> <p>Pupils reflect on their powers. If I had the power to change something, would I?, How they have the power to change something about themselves and who or what might help them to do so. They could record this using a writing frame or picture or design a banner about themselves. The children could write a private prayer asking for his help in changing.</p>	