

Year 2

Autumn term 1

Why are some places special?

CHRISTIANITY	<p>Show an awareness that some places are special including places that are special to them.</p> <p>Recognise special places for Christians.</p> <p>Show an awareness of some special items that are used in churches of other Christian places of worship</p> <p>Describe the impact of special places on Christians and what inspires them to gather together to worship and celebrate</p> <p>Use religious vocabulary to explain why these places are special for Christians and show understanding of the artefacts used in Christian worship</p>
Suggested activities	<p>Talk about special places which they visit with their family and where they go alone to think or to find peace and quiet. Bring in photographs or draw their own special places and draw their own face to show emotions they feel there.</p> <p>Watch a video about a church/visit a church/interview a vicar, minister or church worker. Ask questions about what takes place inside a church. identify features that may be found in a church and ask questions about how they are used.</p> <p>Make models of Christian places and draw some of the key features focussing on their shape pattern, interior/exterior</p> <p>Describe similarities and differences between old and new styles of local Christian buildings</p> <p>Make models of churches</p> <p>Draw a ground plan, labelling and describing the key similarities and differences</p> <p>Devise a questionnaire to discover why people go to Christian place of worship and what their favourite aspects of worship are</p>
Cross curricular links	<p>Literacy PSHE Art ICT History Geography</p>
Skills and attitudes	<p>Listening Interpretation Evaluation Reflection</p>
	Autumn term 2

CHRISTMAS coverage

Learn: about what they celebrate and how they celebrate.

Learn: to recount the Christmas story.

Learn: how Christians celebrate Christmas.

Learn: how Christmas is celebrated by Christians around the world.

CELEBRATIONS

Reflect: Upon personal experiences of celebrations.

Reflect: Upon why Christians celebrate Christmas

Spring term 1

HINDUISM

Become aware of the Hindu home as a special place for Hindu families
Identify the home shrine as a special place set apart in Hindu celebration
Begin to recognise that the **Mandir** (temple) is a special place for Hindus
Recognise rituals (religious or non-religious) in their own lives
Find out what is in a Hindu temple
Use their senses to reflect on a Hindu's experience of worship
Use religious vocabulary to describe some sacred Hindu sites and their history and importance to Hindus – Gangotri, **Rameshwaram, Badrinath, Kedarnath**
Describe the impact of a **Mandir** (Hindu temple) as a special place for Hindus
Find out why puja is so important to the Hindus

Suggested activities

Discuss some of the important things families do together at home
Look at a world map and locate India and UK
Ask questions about what Hindu families do when they worship at the home **shrine**
Look at photographs of Hindu **shrines** in homes and find out what they are for and what people do with them
Watch a video of a Hindu family and their home **shrine**
Talk about their own families eg where they come from and relatives and link it to extended Hindu families
Watch a video about Hindu worship at a Mandir (temple) and write senses poem about what they might be able to see, hear, taste, smell and feel if they were there
Look at a variety of pictures of a Mandir noting its important features eg. sculpture, colour
Visit a Mandir

- Discuss
 - what it looks like outside the Mandir?
 - what it looks like inside the Mandir?
 - how it got its name?
 - who goes there?

Children to write down:

- how you feel being in the temple?
- What do you like and why? -What don't you like, and why?
- What can you say about the mood and the atmosphere? -Does anything you see tell you something about Hindu beliefs?
- what you see

Talk about any routines or rituals they might have these might be connected to worship or simple bedtime routines, morning routines

	<p>Talk about special places they visit with their family. Why do they visit their special places? What happens there?</p> <p>Interview a Hindu about the way they worship at home and in the temple. Is it the same/different?</p> <p>Draw and describe the use of artefacts used in the Puja</p> <p>Look at a variety of pictures of a Mandir noting its important features eg. sculpture, colour</p> <p>Do a virtual tour of a temple and discuss what can be seen and heard</p> <p>Look at photographs or watch a video of Hindu worship and discuss the involvement of the five senses eg- bell, lamp, incense, flowers, fruit offerings.</p> <p>Write a sensory poem and create a sensory display to convey the experience</p> <p>Look at the map of India and identify the pilgrimage places</p> <p>Look at photographs and video of the pilgrimage places and ask questions about what people are doing there</p> <p>Children can compare and contrast the religious architecture with a church through sketching, drawing or painting</p> <p>Children to write down:</p> <ul style="list-style-type: none"> - how they would feel being in the temple? <p>What can they say about the mood and the atmosphere?</p> <ul style="list-style-type: none"> -Does anything they can see tell them something about Hindu beliefs? <p>Talk about any routines or rituals they might have these might be connected to worship or simple bedtime routines, morning routines</p> <p>Talk about special places they visit with their family. Why do they visit their special places? What happens there?</p>
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Cross curricular links	Literacy- Explanation	PSHE	Art
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Skills and attitudes	Investigation	PSHE
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Spring term 2

<p style="text-align: center;">EASTER coverage</p> <p>Learn: the Easter story and re-tell it in different ways.</p> <p>Learn: to explore the painting The Last Supper and consider how the people in the painting may have been feeling.</p> <p>Learn: To contrast feelings of sadness at the crucifixion with those of happiness at the resurrection.</p>	<p style="text-align: center;">Why do Christians Celebrate Easter?</p> <p>Reflect: Upon times when their emotions have felt conflicted.</p> <p>Reflect: Upon feelings associated with the Easter story.</p>
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Summer term 1

ISLAM	<p>Demonstrate some awareness of Muslims' worship activities</p> <p>Make links between prayer times and places of worship in Islam</p> <p>Understand that some places have special significance</p> <p>Begin to understand that the home is a special place for Muslim worship</p> <p>Identify that the Mosque is a special place for Muslims</p> <p>Know that Kabah/Makkah is a very special place for Muslims</p> <p>Understand the significance of the Hajj for Muslims</p> <p>Describe some of the stories that are told in association with the pilgrimage to Makkah</p>
Suggested activities	<p>Think quietly about a special place of their own and draw pictures/ write poems about how they feel when they are there</p> <p>Use the internet to see what the inside of a Synagogue looks like and some of the things the Jewish pupil do there</p> <p>Visit a local synagogue and see and hear about some of its features</p> <p>Find Jerusalem on an atlas and look at parts of the city eg The Western Wall (wailing wall) and The Temple Mount</p> <p>Role play the stories of David and others</p> <p>Visit a Mosque and look at pictures of inside/outside of the Mosque</p> <p>Listen to a recording of the call to prayer. Observe or watch a video extract showing prayers in a Mosque</p> <p>Look at rituals of daily worship eg 5 daily prayers, use of specific actions & words, prayer mats, prayers</p> <p>Talk about special places which they visit with their family outside their immediate home.</p> <p>Draw, paint a special place. What makes it special?</p> <p>Discuss any routines and why they are special. Relate this to daily prayers for Muslims</p> <p>Discuss the Mosque as a special place for Muslims. Look at a variety of pictures and identify some important features eg domes, minarets, symbols</p> <p>Look at a prayer mat. Make up some questions about the artefact and find some answers.</p> <p>Locate the location of Makkah on a world map</p> <p>Look at pictures/posters of prayers in the Mosque and the Kabah</p> <p>Use secondary resources of investigation to research into why the Kabah is a place where Muslims are reminded of the origins of their faith</p> <p>Design a postcard from Makkah with a description of the journey there and the feelings associated with it</p> <p>Investigate what happens during the Hajj including the festival of Eid.</p>
Cross curricular links	Literacy PSHE Art
Skills and attitudes	Expression Reflection
Summer term 2	
JUDAISM	Recognise that some places are special and identify a special place of their own

	<p>Show awareness that Synagogue is a place where Jews gather together, worship and celebrate</p> <p>Recognise the interior of the Synagogue eg Bimah, Aron Hakodesh</p> <p>Show awareness that Jerusalem is a special place for Jews</p> <p>Recognise that some places are special and identify a special place of their own</p> <p>Show awareness that Synagogue is a place where Jews gather together, worship and celebrate</p> <p>Recognise the interior of the Synagogue eg Bimah, Aron Hakodesh</p> <p>Show awareness that Jerusalem is a special place for Jews</p> <p>Recognise the importance of the Synagogue in Jewish life and use religious language to describe some rituals and artefacts connected with a Synagogue</p> <p>Recognise that some people have special roles</p> <p>Make links between some different elements of worship eg study and prayer and the role of a Rabbi</p>
Suggested activities	<p>Think quietly about a special place of their own and draw pictures/ write poems about how they feel when they are there</p> <p>Use the internet to see what the inside of a Synagogue looks like and some of the things the Jewish pupil do there</p> <p>Visit a local synagogue and see and hear about some of its features</p> <p>Find Jerusalem on an atlas and look at parts of the city eg The Western Wall (wailing wall) and The Temple Mount</p> <p>Role play the stories of David and others</p> <p>Use internet to explore the inside of a Synagogue and what Jewish people do there</p> <p>Make models of a Synagogue and label the parts</p> <p>Interview a Rabbi about the study and prayer which happens in his/her Synagogue</p>
Cross curricular links	Literacy - drama PSHE Geography
Skills and attitudes	Expression Reflection