

## Come and See YEAR 2 Overview of the Year 2023-2024



Week	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Finding out about St. Aidan	BAPTISM AND CONFIRMATION – BELONGING	LOCAL CHURCH – COMMUNITY	EUCARIST - RELATING	ISLAM	RECONCILIATION—INTER-RELATING
2	Finding out about local saints (school houses)	BAPTISM AND CONFIRMATION – BELONGING	LOCAL CHURCH – COMMUNITY	EUCARIST - RELATING	PENTECOST—SERVING	RECONCILIATION—INTER-RELATING
3	DOMESTIC CHURCH - FAMILY	BAPTISM AND CONFIRMATION – BELONGING	LOCAL CHURCH – COMMUNITY	LENT/EASTER - GIVING	PENTECOST—SERVING	RECONCILIATION—INTER-RELATING
4	DOMESTIC CHURCH - FAMILY	BAPTISM AND CONFIRMATION – BELONGING	LOCAL CHURCH – COMMUNITY	LENT/EASTER - GIVING	PENTECOST—SERVING	UNIVERSAL CHURCH—WORLD
5	DOMESTIC CHURCH - FAMILY	ADVENT/CHRISTMAS - LOVING	EUCARIST - RELATING	LENT/EASTER - GIVING **	PENTECOST—SERVING	UNIVERSAL CHURCH—WORLD
6	DOMESTIC CHURCH - FAMILY	ADVENT/CHRISTMAS - LOVING	EUCARIST - RELATING		RECONCILIATION—INTER-RELATING	UNIVERSAL CHURCH—WORLD
7	JUDAISM	ADVENT/CHRISTMAS - LOVING				UNIVERSAL CHURCH—WORLD
8		ADVENT/CHRISTMAS - LOVING				

\*\* LENT/EASTER – GIVING – DUE TO THE TIMING OF THE HOLIDAYS THERE IS ONLY 3 WEEKS TO COMPLETE THIS TOPIC PRIOR TO EASTER

ON THE NEXT PAGES YOU WILL FIND TEACHING UNITS, KEY VOCABULARY, BIG QUESTIONS AND ASSESSMENT FOCUSES FOR YOU TO CHOOSE FROM. PLEASE NOTE, OTHER FAITHS UNITS ONLY HAVE KEY VOCABULARY AND NO ASSESSED PIECES OF WORK ARE NEEDED. THANK YOU

## Come and See YEAR 2 AUTUMN TERM

AUTUMN TERM UNITS	DOMESTIC CHURCH - FAMILY <b>BEGINNINGS</b> – God is present in every beginning	BAPTISM AND CONFIRMATION – BELONGING <b>SIGNS AND SYMBOLS</b> – Signs and symbols in Baptism	ADVENT/CHRISTMAS - WAITING <b>PREPARATIONS</b> - Advent: preparing to celebrate Christmas
<b>KEY VOCABULARY</b>	beginning, family, friend, creation, psalm, litany, new start, family, friend prayer, 'And God saw that it was very good' 'Blessed be God' Created in God's image	Easter candle, font, oil of chrism, Good News, sign, symbols 'I baptise you in the name of the Father..' 'Receive the Light of Christ' white garment, anointing oil, water, Our Father promises Blessing Scripture reading	advent, preparing, Christmas, Nativity, waiting Isaiah, messenger Gabriel Annunciation Strong friend Powerful God Ever-loving Father Bringer of Peace Visitation
<b>BIG QUESTION</b>	Who made the world and everything in it?	Are signs & symbols important?	Do we need to prepare?
<b>ASSESSMENT FOCUS</b>  (Choose one assessment focus as part of the LF for a lesson, if possible a different one each unit each term. Assessed pieces of work to be collated in RE portfolio.)	<b>AT2: BELIVES AND VALUES (KS1)</b> <ul style="list-style-type: none"> <li>• Talk about their own feelings, experiences and the things that matter to them</li> <li>• Ask and respond to questions about their own and others' feelings, experiences and things that matter to them</li> </ul>	<b>AT1: DEVELOPING KNOWLEDGE AND UNDERSTANDING (KS1)</b> <ul style="list-style-type: none"> <li>• Recognise religious stories</li> <li>• Retell, in any form, a narrative that corresponds to the scripture source used</li> <li>• Recognise religious beliefs</li> <li>• Describe some religious beliefs</li> <li>• Recognise that people act in a particular way because of their beliefs</li> <li>• Describe some of the actions and choices of believers that arise because of their belief</li> <li>• Recognise key figures in the history of the People of God</li> <li>• Describe the life and work of some key figures in the history of the People of God</li> <li>• Recognise key people in the local, national and universal Church</li> <li>• Describe different roles of some people in the local, national and universal Church</li> <li>• Recognise religious signs and symbols used in worship,</li> </ul>	<b>AT1: DEVELOPING KNOWLEDGE AND UNDERSTANDING (KS1)</b> <ul style="list-style-type: none"> <li>• Recognise religious stories</li> <li>• Retell, in any form, a narrative that corresponds to the scripture source used</li> <li>• Recognise religious beliefs</li> <li>• Describe some religious beliefs</li> <li>• Recognise that people act in a particular way because of their beliefs</li> <li>• Describe some of the actions and choices of believers that arise because of their belief</li> <li>• Recognise key figures in the history of the People of God</li> <li>• Describe the life and work of some key figures in the history of the People of God</li> <li>• Recognise key people in the local, national and universal Church</li> <li>• Describe different roles of some people in the local, national and universal Church</li> <li>• Recognise religious signs and symbols used in worship,</li> </ul>

		including the celebration of the Sacraments. • Describe some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.	including the celebration of the Sacraments. • Describe some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.
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<b>JUDIASM KEY VOCABULARY</b>	creation, shabbat challah, havdalah spice box, Kiddush
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## Come and See YEAR 2 SPRING TERM

SPRING TERM UNITS	LOCAL CHURCH – SPECIAL PEOPLE <b>BOOKS</b> - The books used in Church	EUCCHARIST – RELATING - MEALS <b>THANKSGIVING</b> - Mass, a special time to thank God	LENT/EASTER – GIVING - CHANGE <b>OPPORTUNITIES</b> - Lent: an opportunity to start anew
<b>KEY VOCABULARY</b>	books, scripture, lectern, Gospel, Matthew, Mark, Luke John Bible, Word of God New Testament, Old Testament, genre, thurible, incense missal, church, parish family Sign of the Cross 'Glory to you O Lord' 'Praise to you Lord Jesus Christ' 'This is my beloved Son...'	thank you, thanksgiving, thoughtful, Eucharist, Eucharistic prayer 'Take and eat, this is my body.. .' Take and drink, this is my blood..' 'The Word of the Lord' 'Thanks be to God' 'The Gospel of the Lord' Holy, Holy, Holy.' 'Go in peace' 'Thanks be to God' 'The Gospel of the Lord' 'Praise to you Lord Jesus Christ' 'Do this in memory of me'	opportunities, Ash Wednesday, Lent, prayer sharing, giving, cross, crucifix, Easter candle Easter new life 'Repent and believe in the Gospel' Palm Sunday, Passion Holy Week Maundy Thursday Good Friday Easter Sunday Alleluia
<b>BIG QUESTION</b>	Why do we need books?	Why should we be grateful people?	How does each day offer opportunities for good?
<b>ASSESSMENT FOCUS</b>  (Choose one assessment focus as part of the LF for a lesson, if possible a different one each unit each term. Assessed pieces of work to be collated in RE portfolio.)	<b>AT2: MEANING AND PURPOSE (KS1)</b>  <ul style="list-style-type: none"> <li>• Say what they wonder about</li> <li>• Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer</li> </ul>	<b>AT1: DEVELOPING KNOWLEDGE AND UNDERSTANDING (KS1)</b>  <ul style="list-style-type: none"> <li>• Recognise religious stories</li> <li>• Retell, in any form, a narrative that corresponds to the scripture source used</li> <li>• Recognise religious beliefs</li> <li>• Describe some religious beliefs</li> <li>• Recognise that people act in a particular way because of their beliefs</li> <li>• Describe some of the actions and choices of believers that arise because of their belief</li> <li>• Recognise key figures in the history of the People of God</li> </ul>	<b>AT2: BELIEFS AND VALUES (KS1)</b>  <ul style="list-style-type: none"> <li>• Talk about their own feelings, experiences and the things that matter to them</li> <li>• Ask and respond to questions about their own and others' feelings, experiences and things that matter to them</li> </ul>

		<ul style="list-style-type: none"><li>• Describe the life and work of some key figures in the history of the People of God</li><li>• Recognise key people in the local, national and universal Church</li><li>• Describe different roles of some people in the local, national and universal Church</li><li>• Recognise religious signs and symbols used in worship, including the celebration of the Sacraments.</li><li>• Describe some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.</li></ul>	
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## Come and See YEAR 2 SUMMER TERM

<b>SUMMER TERM UNITS</b>	<b>PENTECOST—SERVING- HOLIDAYS AND HOLYDAYS</b> <b>SPREAD THE WORD</b> – Pentecost: a time to spread the Good News	<b>RECONCILIATION—INTER-RELATING - BEING SORRY</b> <b>RULES</b> – Reasons for rules in the Christian family	<b>UNIVERSAL CHURCH—WORLD - NEIGHBOURS</b> <b>TREASURES</b> – God’s treasure; the world
<b>KEY VOCABULARY</b>	Message risen, Resurrection, Holy Spirit, Ascension, witnesses, blessing, Pentecost, promise, Good News spread the word	rules, care, safe, sorry, forgive, right, wrong make up, choices, sin, consequences examination of conscience 'wrong on purpose' Purple stole priest Sacrament of Reconciliation 'Love one another as I have loved you' Laying on of hands Repentance	treasure, gift, care, love protect, respect, preserve creation, precious Glory to God in the highest..'
<b>BIG QUESTION</b>	Why should we spread Good News?	Do we need rules?	Is the world a treasure?
<b>ASSESSMENT FOCUS</b>  (Choose one assessment focus as part of the LF for a lesson, if possible a different one each unit each term. Assessed pieces of work to be collated in RE portfolio.)	<b>AT1: DEVELOPING KNOWLEDGE AND UNDERSTANDING (KS1)</b>  <ul style="list-style-type: none"> <li>• Recognise religious stories</li> <li>• Retell, in any form, a narrative that corresponds to the scripture source used</li> <li>• Recognise religious beliefs</li> <li>• Describe some religious beliefs</li> <li>• Recognise that people act in a particular way because of their beliefs</li> <li>• Describe some of the actions and choices of believers that arise because of their belief</li> <li>• Recognise key figures in the history of the People of God</li> <li>• Describe the life and work of some key figures in the</li> </ul>	<b>AT1: DEVELOPING KNOWLEDGE AND UNDERSTANDING (KS1)</b>  <ul style="list-style-type: none"> <li>• Recognise religious stories</li> <li>• Retell, in any form, a narrative that corresponds to the scripture source used</li> <li>• Recognise religious beliefs</li> <li>• Describe some religious beliefs</li> <li>• Recognise that people act in a particular way because of their beliefs</li> <li>• Describe some of the actions and choices of believers that arise because of their belief</li> <li>• Recognise key figures in the history of the People of God</li> <li>• Describe the life and work of some key figures in the</li> </ul>	<b>AT2: MEANING AND PURPOSE (KS1)</b>  <ul style="list-style-type: none"> <li>• Say what they wonder about</li> <li>• Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer</li> </ul>

	<p>history of the People of God</p> <ul style="list-style-type: none"> <li>• Recognise key people in the local, national and universal Church</li> <li>• Describe different roles of some people in the local, national and universal Church</li> <li>• Recognise religious signs and symbols used in worship, including the celebration of the Sacraments.</li> <li>• Describe some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.</li> </ul>	<p>history of the People of God</p> <ul style="list-style-type: none"> <li>• Recognise key people in the local, national and universal Church</li> <li>• Describe different roles of some people in the local, national and universal Church</li> <li>• Recognise religious signs and symbols used in worship, including the celebration of the Sacraments.</li> <li>• Describe some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.</li> </ul>	
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<b>ISLAM KEY VOCABULARY</b>	<p>prayer Allah, wudu Halal</p>
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**Standards for Primary Religious Education**  
**By the end of age phase, pupils will be able to:**

Skill areas		5-7	7-9	9-11
AT1: Knowledge and Understanding (‘learning about’)	Developing Knowledge and Understanding	<ul style="list-style-type: none"> <li>Recognise religious stories</li> <li>Retell, in any form, a narrative that corresponds to the scripture source used</li> <li>Recognise religious beliefs</li> <li>Describe some religious beliefs</li> <li>Recognise that people act in a particular way because of their beliefs</li> <li>Describe some of the actions and choices of believers that arise because of their belief</li> <li>Recognise key figures in the history of the People of God</li> <li>Describe the life and work of some key figures in the history of the People of God</li> <li>Recognise key people in the local, national and universal Church</li> <li>Describe different roles of some people in the local, national and universal Church</li> <li>Recognise religious signs and symbols used in worship, including the celebration of the Sacraments.</li> <li>Describe some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.</li> </ul>	<ul style="list-style-type: none"> <li>Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used.</li> <li>Describe, with increasing detail and accuracy:               <ul style="list-style-type: none"> <li>a range of religious beliefs</li> <li>those actions of believers which arise as a consequence of their beliefs</li> <li>the life and work of key figures in the history of the People of God</li> <li>different roles of people in the local, national and universal Church</li> <li>religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used.</li> <li>Show knowledge and understanding of:               <ul style="list-style-type: none"> <li>a range of religious beliefs</li> <li>those actions of believers which arise as a consequence of their beliefs</li> <li>the life and work of key figures in the history of the People of God</li> <li>what it means to belong to a church community</li> <li>religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments</li> </ul> </li> </ul>
	Making Links and Connections		<ul style="list-style-type: none"> <li>Make links between:               <ul style="list-style-type: none"> <li>beliefs and sources, giving reasons for beliefs</li> <li>beliefs and worship, giving reasons for actions and symbols</li> <li>beliefs and life, giving reasons for actions and choices</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Show understanding of, by making links between:               <ul style="list-style-type: none"> <li>beliefs and sources</li> <li>beliefs and worship</li> <li>beliefs and life</li> </ul> </li> </ul>
	Historical Development			
	Religious and Specialist Vocabulary	<ul style="list-style-type: none"> <li>Use religious words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of religious vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Use religious vocabulary widely, accurately and appropriately</li> </ul>
AT2: Engagement and Response (‘learning from’)	Meaning and Purpose	<ul style="list-style-type: none"> <li>Say what they wonder about</li> <li>Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer</li> </ul>	<ul style="list-style-type: none"> <li>Ask and respond to questions about their own and others’ experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Compare their own and other people’s responses to questions about each of the areas of study, in relation to questions of meaning and purpose</li> </ul>
	Beliefs and Values	<ul style="list-style-type: none"> <li>Talk about their own feelings, experiences and the things that matter to them</li> <li>Ask and respond to questions about their own and others’ feelings, experiences and things that matter to them</li> </ul>	<ul style="list-style-type: none"> <li>Make links to show how feelings and beliefs affect their behaviour and that of others</li> </ul>	<ul style="list-style-type: none"> <li>Show understanding of how own and other’s decisions are informed by beliefs and moral values</li> </ul>
AT3: Analysis and Evaluation	Use of Sources as Evidence		<ul style="list-style-type: none"> <li>Use a given source to support a point of view</li> </ul>	<ul style="list-style-type: none"> <li>Use sources to support a point of view</li> </ul>
	Construct Arguments		<ul style="list-style-type: none"> <li>Express a point of view</li> </ul>	<ul style="list-style-type: none"> <li>Express a point of view and give reasons for it</li> </ul>
	Make Judgements		<ul style="list-style-type: none"> <li>Express a preference</li> </ul>	<ul style="list-style-type: none"> <li>Arrive at judgements</li> </ul>
	Recognise Diversity			<ul style="list-style-type: none"> <li>Recognise difference, comparing and contrasting different points of view.</li> </ul>
	Analyse and Deconstruct			