**Year 2 R.E Curriculum – Autumn Term 2**

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| **Theme: Why does Christmas matter to Christians?** | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | **Links across the curriculum** |
| :**Make sense of belief:**  • Recognise that stories of Jesus’ life come from the Gospels  • Give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians  **Understand the impact**:  • Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas  **Make connections:**  • Think, talk and ask questions about Christmas for people who Christians are and for people who are not  • Decide what they personally have to be thankful for, giving a reason for their ideas. | | | **Keyword** | Definition | **Keyword** | Definition | Speaking and listening – discussion, explaining, questioning. |
| Incarnation | Incarnation literally means 'to take on flesh'. For Christians, the incarnation shows that Jesus was fully God and fully human. | Advent | The beginning of an event, the invention of something, or the arrival of a person: |
| Jesus | Savior sent to deliver people from sin. |  |  |
| Nativity | The process or circumstances of being born |  |  |
| Gospel | The word gospel means “good news,” and gospel songs often praise God or Jesus. |  |  |
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| **Prior knowledge:** *What specifically have pupils learned that is relevant to this unit that they are building upon?* | | | | | **Future knowledge:** *What specifically will pupils learn in the future that is relevant to this unit?* | | |
| Why is Christmas so special to Christians? (Foundation) | | | | | Why does Easter matter to Christians? (Year 2 Spring term) | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | **Key Skills** | |
| 1. To look at pictures of baby Jesus. What can you tell about him? People believe he was very special, God on Earth. | | * Christmas celebrates the incarnation ‘God in the flesh’ | | | | * Investigative skills | |
| 1. To learn the story of the Nativity from the Gospel of Luke, chapters 1 and 2. | | * Know the story of the Nativity. | | | | * Investigative skills | |
| 1. To think about the conditions in the stable and who visited. The birth was ‘good news’ who might it be good news for and why. | | * Jesus’ birth was good news for Christians as he was ‘God in the flesh’ and sent as a saviour to save us all from our sins. | | | | * Investigative and interpretive skills | |
| 1. To learn how Advent is celebrated to prepare for Jesus’ arrival. | | * Know some Advent traditions (candles, wreaths, calendars and making crib scenes) | | | | * Investigative/Interpretive skills | |
| 1. To make connections between birthdays and those for Jesus’ birth. Which are religious Christmas decorations, and which are non-religious? | | * Know there are similarities and differences in decorations for birthdays, and Christmas decorations which are religious and non- religious. | | | | * Analysis skills | |
| 1. To know people give thank you gifts a Christmas. Create thank you prayers for some of the characters in the Nativity. | | * Know we say thank you with gifts at Christmas and reflect we are thankful for | | | | * Expressive/ reflective skills | |
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| **Themes** | **Where these are covered:** | | | | | | |
| **Make sense of belief** | * Lesson 1-3 | | | | | | |
| **Understand the impact** | * Lesson 4-6 | | | | | | |
| **Make connections** | * Lesson 6 | | | | | | |