

Cheadle Primary – the school at the heart of the village, free to flourish, ready to learn and succeed. Progression of Skills and Knowledge: RE YEAR 2

	Autumn 1 Bright Lights, Big City	Autumn 2 Festivals	Spring 1 Frozen	Spring 2 Growth	SATS Summer 1	Summer 2 The Great Outdoors
	1.2 Believing Islam – Who is a Muslim and what do they believe	1.6 Expressing We celebrate and special and sacred times Judaism – beliefs & Hannukah	1.8 Living Sacred books – Christianity/Islam/Judaism Caring for others and the world and why does it matter	How should we care for others and the world?	1.2 Believing Islam – Who is a Muslim and what do they believe	1.8 continued Caring for others – why does it matter? Christianity/Islam/Judaism
RE skills	To talk about and respond to questions about beliefs of Muslims	To talk about and respond to questions about beliefs of Judaism	To talk about and respond to questions about holy books of the faiths	To talk about and respond to questions about sacred times of the faiths	To talk about and respond to questions about beliefs of Muslims	To talk about and respond to questions about sacred times of the faiths
Organisation and communication	Use range of media to explore Islam - photos/ holy book. mosque	Use range of media to explore Judaism - photos/ holy book. mosque drama	Videos Photos Stories of Shabbat artefacts	Bbc bitesize Artefacts Stories about friendship	Use range of media to explore Islam - photos/ holy book. mosque	You tube links Role play
Key Knowledge	I can talk about that Muslims believe in God (Allah) I know how Muslims mark Ramadan and Eid I know that Muslims do not draw Allah I can retell the story of Mohammad	To know Jewish celebrations To know what Jewish festivals are To know that Shabbat is special to Jewish people	To talk and retell stories from different faiths To know that different faiths have special books	To identify ways in which different religions celebrate important festivals.	I can talk about that Muslims believe in God (Allah) I know how Muslims mark Ramadan and Eid I know that Muslims do not draw Allah I can retell the story of Mohammad	To know that religious leaders and believers how they treat the world
Key questions	What do we mean by Muslim? What does a Muslim look like?	How do people celebrate the festivals?	What is the message from the different stories? Talk about right and wrong from stories	What times are special for different faiths? What happens at these times?	What do we mean by Muslim? What does a Muslim look like?	Why is it important to care for others? Who do we care for in our school? What are special rules?
Learning intentions	I can talk about that Muslims believe in God (Allah) I know how Muslims mark Ramadan and Eid I know that Muslims do not draw Allah I can retell the story of Mohammad	I know that Jewish people remember God I know that Shabbat is a special day I know Hanukkah is an important festival	To know how different holy books are used and treated	I know that different faiths celebrate festivals in different ways.	I can talk about that Muslims believe in God (Allah) I know how Muslims mark Ramadan and Eid I know that Muslims do not draw Allah I can retell the story of Mohammad	I can talk about right and wrong/ good and bad arising from the different stories.
Key vocabulary	Mosque Allah, Muslim	Shabbat, mezuzah, menorah	Holy books	Easter, Hanukah, Eid	Mosque Allah, Muslim	Torah, Qur'an, Bible, Tzedakah
Visit/Visitors	None	St Mary's Church links Xmas visit Make menorahs (English link)	Unicef 13	Assembly visits	None	

Key Texts	Quran Mohammad and the cat Mohammad and the camel	Torah BBC bitesize Unicef :14	The Thirsty Camel	Holy book stories	Quran Mohammad and the cat Mohammad and the camel	Mother Theresa Dr Barnado
Useful links						
Challenge for HA	Ask questions about God that are hard to answer and offer ideas of own	Make links between Jewish teachings and how people live	To make links between the messages from different texts	To identify different ways festivals are celebrated.	Ask questions about God that are hard to answer and offer ideas of own	Answer the title question thoughtfully in light of their learning in this unit.

LA additional - dependent on task differentiated/ closer working with member of staff/group working.