

Foundation Subject Medium Term Planning

Subject: Religious Education

Concept/Theme: Trinity, Services/festivals & Church

Year Group: Year 2

Term: Summer 1

Vocabulary:

faith	Complete trust or confidence in someone or something.
values	Important rules to live by.
symbol	Something that represents or stands for something else.
holy	Dedicated to God.
Heaven	Heaven is a place of peace, love, community, and worship, where God is surrounded by other heavenly beings.
Ascension	When Jesus went up to Heaven.
Pentecost	The Christian festival celebrating the Holy Spirit coming on the disciples of Jesus after his Ascension.
Trinity	God the Father, God the Son and God the Holy Spirit.
Holy Spirit	A part of the trinity. The power to help Christians to be like Jesus on Earth.
celebration	A special enjoyable event that people organise because something important and good has happened.

End of Unit Milestones:

What happened at the Ascension and Pentecost?

- I know that 40 days after the resurrection, Jesus ascended into heaven.
- I know that Christians believe that God is three in one – Father, Son and Holy Spirit.
- I know the gift of the Holy Spirit was poured out on the disciples at Pentecost and is here with us still.
- I can retell the stories of Jesus' ascension and the events of Pentecost.
- I can talk about my ideas of heaven.
- I can connect the gifts of the spirit with the school's Christian values.

Prior Learning:

Year 1/ Spring 2/ Easter: Celebrating New life and New Beginnings

- I know the events of Palm Sunday, Good Friday and Easter Day are very important.
- I know who the characters of the Easter story are.
- I know Christians believe Jesus died and rose back to life.
- I know Christians believe that Easter is a new beginning.
- I can talk about the events of the Easter story.
- I can retell the story of Easter.
- I can talk about new beginnings and changes.

Future Learning:

Year 3/ Spring 2/ Easter: Exploring the sadness and joy of Easter

- I know that the events of Holy Week reveal what Jesus came to earth to do.
- I know that the events of Palm Sunday, Holy week and Easter are a combined mixture of the emotions of joy and sadness.
- I know the different ways in which the church remembers and marks the events of Holy Week.
- I can retell the stories of Palm Sunday, Holy Week and Easter.
- I can make links between Christian beliefs and the stories of Palm Sunday, Holy Week and Easter.

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Week One

Objective:

- To know that 40 days after the resurrection, Jesus ascended into heaven.

Success Criteria:

- To know what happened at the Ascension.
- To know what the Ascension means.

Learning And Teaching

Outcomes

(what is in books, any computing/photo/video evidence etc and where it is to be saved)

Retention: Prior unit learning:

Question:

What happened at the end of the Easter story?

Jesus died/ Jesus rode to Jerusalem/ Jesus came back to life.

Have a piece of art work of the Ascension and Pentecost with the following questions:

- Why is Ascension a special celebration in the church year?
- What happened at Pentecost?
- Why is Pentecost often called the birthday of the Church?

Begin by thinking about and discussing the feelings associated with saying goodbye to people. Watch this video of a book about goodbyes. <https://www.youtube.com/watch?v=XsRtlAi1Bxk>

RE LOG → Encourage the children to talk about their own experiences of saying goodbye on different occasions.

Goodbye can be communicated in many ways.

In the story of the Ascension although it is not recorded that Jesus actually said the word, he was in fact saying goodbye to his close friends. You can read the stories of the Ascension and Pentecost in the 'storyteller Bible' that we use for worship (page 144). Video of this can be found here: Ascension: <https://www.youtube.com/watch?v=UcFw8pLBSIo>

It is one of the most important festivals in the Christian calendar. It is the day when we remember Jesus returning to heaven (ascending), leaving his disciples with the instructions to be his witnesses in all the world. Acts 1:1-11. Tell the story of Jesus' Ascension into heaven using a children's Bible.

Record the events in the story of the Ascension.

Pupils needing extra support:

Act the story out first. Can these children sequence some pictures and write a sentence under each one to record the events?

Pupils working at greater depth:

How do you think the disciples felt when Jesus ascended into heaven and why? Did their feelings change once the angel had shared the good news that Jesus would return one day?

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Week Two

Objective:

- To talk about my ideas of heaven.

Success Criteria:

- To reflect on what Heaven is.
- To reflect on what Heaven is like.
- To communicate my ideas of Heaven in a creative way.

Learning And Teaching

Outcomes
(what is in books, any computing/photo/video evidence etc and where it is to be saved)

Retention: Retell the story of the Ascension. Drama/ oral retell.

Follow on with a discussion about heaven. That is where Jesus said he was going. So what is it like?

RE LOG → Record the children's ideas in your class RE scrapbook. Would a Christian agree with you? Ask one!

Thinking about their ideas, explore how we could communicate these ideas. We could be poets or artists.

Then give opportunity for their ideas and answers to be expressed by painting pictures or writing poems. Record individually

Chn can also do a poem if they wish. This is a creative piece to show their knowledge.

Creative piece to reflect their own ideas of Heaven.

Pupils needing extra support:

Adult to support.

Pupils working at greater depth: (Extension task):

Can you explain the parts of your piece of work?
How does it show your ideas of Heaven?

Adult to scribe this as they create.

Week Three

Objective:

To reflect on the Ascension story.

Success Criteria:

- To explore art work that depicts the Ascension.
- To review the events of the Ascension.
- To think about the different events and their importance.

Learning And Teaching

Outcomes
(what is in books, any computing/photo/video evidence etc and where it is to be saved)

**Retention: Where did Jesus go after His ascension?
To the tomb/ to Heaven/ to see Mary**

Look at pieces of art work depicting the Ascension.

Ask the children what they think is the most important part of the Ascension story. What would a Christian say was the most important part of the story? Why?

RE LOG → Have the pieces of art work depicting the Ascension in the log and add comments around it referring to what it shows, how the artist has created their piece of work to represent the Ascension etc.

What do you think is the most important part of the Ascension? Why/ why not!? Explain your reasoning.

What do you think was the most important part of the Ascension story?

Pupils needing extra support:

Sentence starter: I think the most important of the Ascension was... because...

Adult to scribe if needed.

Pupils working at greater depth:

What would a Christian say was the most important part of the story? Is this the same as your view? Why do you think this is?

Week Four

Objective:

To retell the events of Pentecost.

Success Criteria:

- To know what happened at Pentecost.
- To know when Pentecost happened.
- To understand why Pentecost happened.

Learning And Teaching

Outcomes

(what is in books, any computing/photo/video evidence etc and where it is to be saved)

Retention: Why is the Ascension important for Christians?

When Jesus left he said that he would be with us always, how is that possible?

The day of Pentecost is 10 days after the Ascension. It is the third most significant date in the Christian calendar. Pentecost celebrates the arrival of the gift of the Holy Spirit. Acts 2:1-21 This is the promised helper and comforter Jesus told the disciples about before the Ascension. Tell the story of Pentecost using a children's Bible.

RE LOG → Look at pieces of art work that interpret this story.

- What questions would the children like to ask about this event?
- What would it have been like to be there?
- How do they think the disciples felt?
- Have they ever experienced the feeling of the force of the wind or the heat of flames in a fire?
- What usually happens when an object catches fire?
- How is it possible to suddenly be able to speak another language?

Record all of these in the log around the art work.

Record the story individually **but use a different literary format from the one used to record the story of the Ascension (Lesson 1)**

Pupils needing extra support:

Visual prompts. Sentence starters.

Pupils working at greater depth: (Extension task):

Vocabulary used to show deep understanding (by outcome).

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Week Five

<p>Objective: To connect the gifts of the spirit with the school's Christian values.</p>	<p>Success Criteria:</p> <ul style="list-style-type: none"> • To understand the fruits of the spirit. • To know how the fruits of the spirit link to the Christian values. • To apply knowledge and understanding of the fruits of the spirit and the Christian values to create a piece of artwork.
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<p>Learning And Teaching</p>	<p>Outcomes <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i></p>
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<p>Retention: What does Pentecost celebrate? Oral TTYP.</p> <p>Be creative, dance the story with ribbons; compose Pentecost music; using paint mix hot colours and make a display of flames; write prayers on the flames; act out the feelings and reactions of the disciples before and after the event. <i>(You could do this as a WOW experience within your half term – or at another time aside from the lesson).</i></p> <p>As we cannot see the Holy Spirit we create symbols to represent it. The dove and flames are often used. Why? For example, use objects that create wind such as a hairdryer or electric fan to blow a flag, a paper windmill, wind chime, hair or clothes. We cannot see the wind but it is real and has effects. The Holy Spirit is the same. Find pictures which illustrate the power of the wind. Flavoured water, scented oil, air freshener all have elements that cannot be seen but we know that they are there.</p> <p>RE LOG → To help the children understand make a few of your own symbols for the Holy Spirit. Add labels and why that symbol has been chosen.</p> <p>Pentecost is thought of as the birthday of the church. Why? Emphasise the number of people who became Christians that day. Some toys need batteries and many musical instruments need the wind/breath to make them work and give them power. Christians believe that the Holy Spirit fills their hearts and daily lives by giving them love, joy, peace, patience, kindness, generosity, faithfulness, gentleness and self-control, these are known as the fruits of the spirit and can be found in Galatians 5:22-23. The fruits of the spirit give Christians the power to 'work' i.e. live according to the teaching of Jesus. The school's core Christian values should connect to the fruits of the Spirit. https://www.youtube.com/watch?v=sSKSY9RVxNY</p>	<p>Record individually in a piece of artwork the connection between the fruits of the spirit and the school's Christian values.</p> <p>Pupils needing extra support (and for all chn for this lesson): A group piece could be created initially to model the task.</p> <p>Pupils working at greater depth: How does the Holy Spirit help Christians today?</p> <p>Adults can ask chn this as they create and scribe their responses.</p>
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Week Six

<p>Objective: To know that Christians believe that God is three in one – Father, Son and Holy Spirit.</p>	<p>Success Criteria:</p> <ul style="list-style-type: none"> To talk about who God is. To know and understand that the trinity means that God is 3 in 1 (Father, Son and Holy Spirit).
<p>Learning And Teaching</p>	
<p>Retention: Picture quiz → show some pictures to symbolise a fruit of the spirit or Christian value and see if chn can guess the fruit or value. Give clues if needed.</p> <p>Have a discussion about God being three in one, the Father, Son and Holy Spirit. There is artwork that you could use as a stimulus for your discussion or the words of prayers used in collective worship. The opening words and imagery at the start of the Godly Play Baptism may also be a useful starting point.</p> <p>RE LOG → Record discussion points from above discussion.</p> <p>From this discussion, look at the task and model this to the children. This task will show chn's learning over this unit of work.</p>	<p style="text-align: center;">Outcomes <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i></p> <p>Have a piece of art work of the Ascension and Pentecost with the following questions: Why is Ascension a special celebration in the church year? What happened at Pentecost? Why is Pentecost often called the Birthday of the Church?</p> <p>Pupils needing extra support: Sentence starters. Adult support. X1 question to answer.</p> <p>Pupils working at greater depth: (Extension task): How does the Trinity link to the Ascension and Pentecost?</p>