



**RE MTP Overview**  
**Year 2 Autumn 2**  
Edits in purple by TB

***Jigsaw Unit Overview***

<b>Theme</b>	<b><i>Christmas - Jesus as a gift from God</i></b>		
<b>Concept</b>	<b><i>Beliefs &amp; Moral Values</i></b>		
<b>Religion</b>	<b><i>Christianity</i></b>		
<b><u>Enquiry Question</u></b>	<b>Why do Christians believe God gave Jesus to the world?</b>		
<b>Learning Intention</b>	We are learning to reflect on the Christmas story and the reasons for Jesus' birth.		
<b>Unit Resources</b>	Nativity story props, story pictures, George saves the world book		
<b><u>Assessment</u></b>  <b>Evidence in Discovery RE Journals:</b> Activity Sheets.	<b>Working Towards:</b> I can tell you how I try to show love in the world. I can remember some of the Christmas story. I can start to say why Christians think God gave Jesus to the world.	<b>Working At:</b> I can say how I could help solve a problem by showing love. I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God. I can tell you why Christians think God gave Jesus to the world.	<b>Working Beyond:</b> I can say how I could help solve a problem in the world by showing love. I can explain how Jesus coming to the world shows Christians how they could love/help people and the world. I can explain the Christian belief that God gave Jesus to the world to rescue/save it.



## RE MTP

### Year 2, Autumn 2 Week 1

Step 1: Engagement	Lesson 1
<b>Focus Skill</b>	Application and making links/synthesis: recognise similarities and differences between religions and beliefs.
<b>Learning Intention</b>	<b>To explore what a hero is.</b>
<b>SOLO SC: Uni- Structural</b> <i>Bronze</i>	<b>I can describe what I think a hero is.</b>
<b>SOLO SC: Multi- Structural</b> <i>Silver</i>	<b>I can list some examples of heroic acts.</b>
<b>SOLO SC: Relational</b> <i>Gold</i>	<b>I can explain how Jesus and George could be seen as heroes.</b>
<b>SOLO SC: Extended Abstract</b> <i>Platinum</i>	<b>I can reflect on how ‘heroes’ might ‘save the world’.</b>
<b>Key Vocabulary for the lesson/unit</b>	Hero, super hero, 4 Rs, save, world, mankind,
<b>Starter</b>	Have Sofia Owl dressed in a superhero cape. Make a list of superheroes.
<b>Lesson Journey</b>	<b>Step 1 Engagement (1 lesson)</b>  <ol style="list-style-type: none"><li>1) Look at the lists the children have created and talk about reality and fiction. What makes a hero? What makes a superhero? Explain that sometimes ordinary people are called superheroes for achieving extraordinary things.</li><li>2) Read the story ‘George saves the world by lunchtime’ This is quite a long text!</li><li>3) Why did George need to save/rescue the world? What problems does the world face? How can they be solved? Can they be solved by super heroes like Spiderman? What props would you need to save the world e.g. flying cape, magic wand, magical powers to be kind and loving?</li><li>4) Explain to the children that Christians believe that God sent Jesus to save/help the world and they look forward to Christmas as the time of his birth. Make sure Jesus is not seen as a superhero by</li></ol>

	emphasising that God thought the world needed someone to 'save it' so Jesus came to help people see what they could do to make the world better.		
<b>Activity</b>	<p><b>Bronze:</b> children to <a href="#">draw an example</a> of where George used each of the 4rs in the book. As this is a long text, children could fill in the sheet as you read.</p> <p><b>Silver:</b> children to list 5 examples of each of the 4Rs on their sheets.</p> <p><b>Gold:</b> Children to answer questions on sheets: Why is George seen as a hero? Why was Jesus seen as a hero?</p> <p><b>Platinum:</b> Additional reflection questions- How are they similar? How are they different?</p>		
<b>Possible Misconceptions</b> <i>(What are the children likely to find challenging?)</i>	Make sure Jesus is not seen as a superhero by emphasising that God thought the world needed someone to 'save it' so Jesus came to help people see what they could do to make the world better.		
<b>Resources</b>	Worksheets	<b>Pillar Links</b>	Healthy- healthy lifestyle- recycling Hands- recycling Heart- taking responsibility for the world
<b>Working Wall</b> <i>(What will go on the WW from this lesson?)</i>	Definition of a hero. Ways that George saved the world to support with the main task.		



**RE MTP**  
**Year 2, Autumn 2, Week 2**

<b>Step 2: Investigation</b>	<b>Lesson 2</b>
<b>Focus Skill</b>	Explaining: Retell religious, spiritual and moral stories.
<b>Learning Intention</b>	<b>To explore the Nativity story.</b>
<b>SOLO SC: Uni- Structural Bronze</b>	<b>I can identify the main characters in the Nativity story.</b>
<b>SOLO SC: Multi- Structural <i>Silver</i></b>	<b>I can retell the main events of the Nativity story.</b>
<b>SOLO SC: Relational <i>Gold</i></b>	<b>I can summarise the Nativity story.</b>
<b>SOLO SC: Extended Abstract <i>Platinum</i></b>	<b>I can reflect on the different ways Christians today look forward to Christmas.</b>
<b>Key Vocabulary for the lesson/unit</b>	Stable, Innkeeper Nativity, Gold, frankincense, myrrh, Angel Gabriel, commercial, religious
<b>Starter</b>	<b>Retrieval questions</b> 1) What is a hero? 2) Can you give some examples? 3) What is the difference between a hero and a superhero?
<b>Lesson Journey</b>	<b>Step 2 Investigation</b>  1) Recap the Christian belief that God gave Jesus to the world to save/help it. Does the world need to be saved/rescued? Do people need to be saved/rescued? 2) Look at problems in the world, using pictures from the book 'George saves the world by lunchtime' and other examples. Who has caused these problems? 3) Recap that Christians believe that God sent Jesus to save/help the world and they look forward to

	<p>Christmas as a time of his birth. Discuss how Christians prepare/look forward to Christmas? Use two Advent calendars, one commercial, the other depicting a traditional Christmas scene. Which ones are about the Christian story of Christmas?</p> <p>4) Tell the Christmas story, using props/story bags and then look again at the Advent Calendars and discuss which are represented in the story.</p>		
<p><b>Activity</b></p>	<p><b>Bronze:</b> children will have the pictures from the story in the correct order with mixed up captions. They need to cut and stick the correct caption with the correct picture.</p> <p><b>Silver:</b> children need to sequence the pictures they have.</p> <p><b>Gold:</b> Children need to have the pictures in the correct order and must write a sentence describing what is happening in each picture.</p> <p><b>Platinum:</b> Ask children to reflect and write down different ways that Christians look forward to Christmas today. Can they explain whether these are done for commercial or religious reasons?</p>		
<p><b>Possible Misconceptions</b> <i>(What are the children likely to find challenging?)</i></p>	<p>The events of the story may be difficult to sequence- have visual aids available</p>		
<p><b>Resources</b></p>	<p>Worksheets for each level of challenge</p>	<p><b>Pillar Links</b></p>	<p>Heart: respect for other religions</p>
<p><b>Working Wall</b> <i>(What will go on the WW from this lesson?)</i></p>	<p>Pictures from the nativity story prior to the lesson to support as a visual aid.</p>		



## RE MTP

### Year 2, Autumn 2 Week 3

Step 2: Investigation	Lesson 3
Focus Skill	Explaining: Retell religious, spiritual and moral stories.
Learning Intention	<b>To summarize a bible story.</b> <b>To explore a Bible story.</b>
SOLO SC: Uni- Structural <i>Bronze</i>	I can <b>identify</b> the main character in the story I am reading. I can <b>identify</b> the main character in the story.
SOLO SC: Multi- Structural <i>Silver</i>	I can <b>discuss</b> the story with my partner. I can <b>discuss</b> the story with a partner.
SOLO SC: Relational <i>Gold</i>	I can <b>summarize</b> the main events of a bible story. I can <b>summarise</b> the main events of a Bible story.
SOLO SC: Extended Abstract <i>Platinum</i>	I can <b>reflect</b> on how each bible story teaches us that Jesus was sent to save the world. I can <b>reflect</b> on how each Bible story shows us Jesus was sent to save the world.
Key Vocabulary for the lesson/unit	Bible story, moral, God, Jesus, save, mankind,
Starter	<b>Retrieval questions</b> 1) Sequence these pictures from the nativity story. 2) Show the children key words from the Nativity that have been scrambled up- can they unscramble each word? Which pair will be the quickest?

<p><b>Lesson Journey</b></p>	<p><b>Step 2 Investigation continued</b></p> <ol style="list-style-type: none"> <li>1) <a href="#">Recap the nativity story</a></li> <li>2) When baby Jesus was visited in the Christmas story did He have a wand/flying cape/ magical powers? If not, how was He going to save/rescue the world? What was God’s plan?</li> <li>5) Christians believe Jesus is God in human form so He has God’s love and power and does not need magical powers.</li> <li>6) Recap Bible stories we have shared that show examples of Jesus showing love and kindness, e.g. story of paralysed man, <a href="#">story of Zacchaeus</a>, etc. What was Jesus teaching through His actions? How can showing love to people save/rescue them?</li> <li>7) Draw out that Jesus came to teach everybody to love one another and be kind to each other and in this way the world would become a better place. ‘Love your neighbour as yourself’ (Mark 12:28-31). Christians believe God gave Jesus to the world to save/rescue it.</li> <li>8) Children read <a href="#">a new story</a> with their group and then summarize how this teaches us that God sent Jesus to save us.</li> </ol>		
<p><b>Activity</b></p>	<p><b>Working in groups</b></p> <p><b>Bronze:</b> children to be able to communicate who the main character in the story was.</p> <p><b>Silver:</b> Children need to be able to discuss the story with their group</p> <p><b>Gold:</b> come up with a summary of the main events of the story to be shared with the class</p> <p><b>Platinum:</b> working as a group, complete the sheet to answer the question, <i>How does this story teach us that Jesus was sent by God to save the world?</i></p>		
<p><b>Possible Misconceptions</b> <i>(What are the children likely to find challenging?)</i></p>	<p>Children may confuse the stories we have read so far</p>		
<p><b>Resources</b></p>	<p>Printout of different stories Could watch videos on chromebooks in groups</p>	<p><b>Pillar Links</b></p>	<p>Heart: respect for other religions and practises</p>
<p><b>Working Wall</b> <i>(What will go on the WW from this lesson?)</i></p>	<p>Display the different stories and feedback sheets on the WW</p>		



**RE MTP**  
**Year 2, Autumn 2 Week 4**

Step 3: Evaluation	Lesson 4
Focus Skill	Reflection of religious beliefs: Identify how religion and beliefs are expressed in different ways.
Learning Intention	<b>To explain why Christians believe God gave Jesus to the world</b> <b>To explore why Christians believe God gave Jesus to the world.</b> <b>To explore how Jesus ‘saved the world’.</b>
SOLO SC: Uni- Structural <i>Bronze</i>	I can <b>identify</b> one reason why Christians believe God gave Jesus to the world and communicate this verbally. I can <b>identify one reason why Christians believe God gave Jesus to the world and communicate this.</b> I can
SOLO SC: Multi- Structural <i>Silver</i>	I can <b>list</b> different reasons for why Christians believe God gave Jesus to the world. I can <b>list different reasons why Christians believe God gave Jesus to the world.</b> I can <b>describe some of the ways that Jesus helped people.</b>
SOLO SC: Relational <i>Gold</i>	<b>To explain</b> why Christians believe God gave Jesus to the world. I can <b>explain why Christians believe God gave Jesus to the world.</b> I can <b>explain how Jesus affected the lives of lots of people.</b>
SOLO SC: Extended Abstract <i>Platinum</i>	I can <b>reflect</b> on the reasons why Christians continue to share stories about Jesus to inspire people to help others. I can <b>reflect on the reasons why Christians share stories about Jesus to inspire people to help others.</b> I can <b>reflect on how we can save the world in our own way.</b>
Key Vocabulary for the lesson/unit	Christian, God, Jesus, belief,
Starter	<b>Retrieval questions</b> 1) Write down 3 ways that Jesus showed love to the people in the stories we have read. 2) Write down 3 ways that George showed love to the world. 3) How do christian people prepare for the coming of Christmas?

<p><b>Lesson Journey</b></p>	<p><b>Step 3 Evaluation (1 lesson)</b></p> <ol style="list-style-type: none"> <li>1) Revisit key question: Why do Christians believe God gave Jesus to the world? Discuss how God wanted Jesus to save/help the world, not by himself, but by teaching others to love each other and their world, helped by God.</li> <li>2) Recap how the different stories we have read have shown us that Jesus showed love to everyone and by doing this he helped to spread love to lots of different people.</li> <li>3) Show the children the sheet to complete. Make a list of what we have learnt that we could use as examples to answer the key question, Why do Christians believe God gave Jesus to the world?</li> <li>4) Children fill in the first half of their sheet and the second half in the next lesson. Provide sentence starters.</li> </ol>		
<p><b>Activity</b></p>	<p><b>Bronze:</b> with support, children to come up with a reason which can be scribed/ drawn  <b>Silver:</b> children to list their responses to answer the key question  <b>Gold:</b> children to ensure they are giving reasons and answering the ‘why’ part of the question using because.  <b>Platinum:</b> can the children link our knowledge of bible stories to Christianity today and why these stories and lessons are still relevant today. Can they link this to the modern world lessons that we learnt in George saves the world.</p>		
<p><b>Possible Misconceptions</b>  <i>(What are the children likely to find challenging?)</i></p>	<p>Children may find it difficult to articulate what they have learnt- use the WW notes for support.</p>		
<p><b>Resources</b></p>	<p>worksheets</p>	<p><b>Pillar Links</b></p>	<p>Heart- kindness, respect</p>
<p><b>Working Wall</b>  <i>(What will go on the WW from this lesson?)</i></p>			



## RE MTP

### Year 2, Autumn 2 Week 5

Step 4: Expression	Lesson 5
Focus Skill	Reflection of religious beliefs: Identify how religion and beliefs are expressed in different ways.
Learning Intention	<b>To apply my knowledge of Jesus' kindness to my own life.</b> <b>To explore how I can show kindness, just like Jesus did.</b>
SOLO SC: Uni- Structural <i>Bronze</i>	I can <b>identify</b> one way in which I can show love to the world. <b>I can identify one way in which I can show love to the world.</b>
SOLO SC: Multi- Structural <i>Silver</i>	I can <b>list</b> different ways in which I can show love to the world. <b>I can list different ways in which I can show love to the world.</b>
SOLO SC: Relational <i>Gold</i>	I can <b>apply</b> my knowledge of the ways that Jesus showed love to think of ways that I can do the same.
SOLO SC: Extended Abstract <i>Platinum</i>	I can <b>reflect</b> on how I will include these ways into my everyday life.
Key Vocabulary for the lesson/unit	Christian, God, Jesus, belief,
Starter	<b>Retrieval questions</b> 4) Write down 3 ways that Jesus showed love to the people in the stories we have read. 5) Write down 3 ways that George showed love to the world. 6) How do christian people prepare for the coming of Christmas?
Lesson Journey	<b>Step 4 Expression (1 lesson)</b>  1) Discuss what we have learnt about Christians' beliefs about Christmas and the reason for Jesus' arrival on Earth. Christians believe Jesus came to teach everybody to love one another and be kind to each other. 2) Ask the children <i>How do I show love to the world?</i> Create a class mind map of different ways that we do this, for example, like George by looking after the environment, perhaps we look after elderly neighbours, turn off lights, save water, don't litter etc.

	<p>3) Activity: Children fill in the second half of the sheet and finish the sentence: I show love to the world by...</p> <p>4) Remind the children of the WW and the previous lessons to help them answer the previous lesson's question and today's work.</p>		
<p><b>Activity</b></p>	<p><b>Bronze/ Silver:</b>  I try to be kind to my Grandma.  Jesus was born in a stable.  Shepherds and wise men came to bring Him presents. God gave Jesus to the world so that He could help people</p> <p><b>Gold:</b>  I can help solve the problem of my little brother not wanting to go to bed by telling him a story at bedtime.  Jesus was born in a stable in Bethlehem because His mother and father, Mary and Joseph had to go there on a donkey. Wise men followed a star to find Him and gave Him special presents like gold. God gave Jesus to the world so that He could show people how to look after each other.  Christians think God gave Jesus to the world so that He could save it and make it a better place by teaching people to be kind to each other</p> <p><b>Platinum:</b>  It's really important that we don't waste paper because trees have to be cut down to make it. We shouldn't throw rubbish into the sea because it kills the birds. I can make sure I recycle and put plastic in the right bin. This would be showing love to the world.  Christians believe God sent Jesus to the world to set a good example about how they should treat one another. He was a good role model.  I think there are so many wars in the world that God should send Jesus soon so that He could stop people fighting. Christians believe God gave Jesus to the world to stop people being mean and help them lead good lives.</p>		
<p><b>Possible Misconceptions</b>  <i>(What are the children likely to find challenging?)</i></p>	<p>Children may find it hard to distinguish between giving examples from the bible stories and relating this to their own experiences.</p>		
<p><b>Resources</b></p>	<p>Children to record in books, support sheets for Bronze/ Silver</p>	<p><b>Pillar Links</b></p>	<p>Heart- kindness, respect  Head- communicating what we have learnt.</p>
<p><b>Working Wall</b>  <i>(What will go on the WW from this lesson?)</i></p>			