



RE MTP Overview Year 2 Autumn 1

Jigsaw Unit Overview

Theme	<i>What did Jesus teach?</i>		
Concept	<i>Beliefs & Moral Values</i>		
Religion	<i>Christianity</i>		
<u>Enquiry Question</u>	Is it possible to be kind to everyone all of the time?		
Learning Intention	We are learning to re-tell Bible stories that show kindness, and to explore how this makes Christians behave towards other people.		
Unit Resources	Bible Stories (New Testament): The Good Samaritan (Luke 10), The Paralysed Man (Mark 2) www.bbc.co.uk/education/clips/z3mgkqt : 'Raising the Roof' - Christ's Miracle Puppets/Jigsaw Jo		
<u>Assessment</u> Evidence in Discovery RE Journals: Activity Sheets.	Working Towards: I can tell you when I was kind. I can remember something Jesus said or did to be kind. I can say if I think Christians can be kind.	Working At: I can tell you when I have been kind to others even when it was difficult. I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness. I can say if I think Christians should be kind and give a reason.	Working Beyond: I can say when and why it is easy or difficult to be kind. I can tell you some ways Christians try to follow Jesus' example of being kind. I can say why I think Christians should be kind and start to explain how they think they can do this (with God's help).



RE MTP

Year 2, Autumn 1 Week 1

Step 1: Engagement	Lesson 1
Focus Skill	Identity, experience, empathy: Respond sensitively to others' experiences and their values of right and wrong.
Learning Intention	To explore the value of 'kindness'
SOLO SC: Uni- Structural <i>Bronze</i>	I can list different ways to show kindness.
SOLO SC: Multi- Structural <i>Silver</i>	I can define what kindness means.
SOLO SC: Relational <i>Gold</i>	I can explain how to show kindness in different situations.
SOLO SC: Extended Abstract <i>Platinum</i>	I can reflect on how to show kindness even when it is tricky.
Key Vocabulary for the lesson/unit	Kindness, values, right, wrong, conscience
Starter	Introduce Sofia Owl . Her name means 'wisdom'. You can ask her any questions throughout our topics in RE. She will also ask us big questions as we learn RE.
Lesson Journey	Step 1 Engagement (1 lesson) 1) Circle Time: What does it mean to be kind? Who are you kind to? Who is it easy to be kind to? Do you think you are a kind person? What makes it tricky for you to be kind? Is it possible to be kind to everyone all of the time? Use Sofia Owl as the talking object. Create a definition to be displayed on the working wall with examples from the class. 2) Show the children a scenario where a puppet has done something wrong by hurting a friend. How does he feel? What could he do now? How does the hurt puppet feel? Was the puppet right to hurt the other one? Tell the children the rest of the scenario, explaining what the other puppet had done prior to this act, e.g. the puppet pushed his friend over as he had said unkind words to him. Should the puppet have done this? How did it feel to be on the receiving end? 3) Children to make a Conscience Alley, deciding what the puppet could/should have done. The class

	forms two lines facing each other. One person (the teacher or a participant) takes the role of the protagonist and walks between the lines as each member of the group whispers their advice. When the protagonist reaches the end of the alley, they make their decision. Qu: Is it easy to be kind all of the time?		
Activity	<p>Children will draw an occasion when they were kind to someone even though it was difficult.</p> <p>Bronze: children to write down what it means to be kind, definition written in their own words.</p> <p>Silver: in books, create a list of different ways to show kindness. This could be done during the input when creating a list for the WW</p> <p>Gold: Children can draw and write about a time they have shown kindness even though it may have been difficult. Ensure they are able to write a sentence to describe what they have drawn.</p> <p>Platinum: Give the children an opportunity to reflect and write down why it may have been difficult for them to be kind in this situation.</p>		
Possible Misconceptions <i>(What are the children likely to find challenging?)</i>	Children may only be able to think of examples of when they have been kind, and now when it was difficult to be so.		
Resources	Worksheets	Pillar Links	Heart: kindness, responsibility
Working Wall <i>(What will go on the WW from this lesson?)</i>	Definition of kindness created during the input		



Step 2: Investigation	Lesson 2
Focus Skill	Explaining: Retell religious, spiritual and moral stories.
Learning Intention	To explore how kindness is taught through a Bible story.
SOLO SC: Uni- Structural Bronze	I can describe how the Samaritan showed kindness.
SOLO SC: Multi- Structural <i>Silver</i>	I can describe how other people in the story did not show kindness towards the injured man.
SOLO SC: Relational <i>Gold</i>	I can explain how this Bible story teaches Christians to be kind.
SOLO SC: Extended Abstract <i>Platinum</i>	I can reflect on how this story links to our key question.
Key Vocabulary for the lesson/unit	Bible, Jesus, samaritan, enemy, neighbour
Starter	<p>Retrieval questions</p> <p>Recap what the word kindness means.</p> <p>Children create a list of 5 different ways they can show kindness.</p> <p>Why is it important to be kind even when we know it is difficult.</p>
Lesson Journey	<p>Step 2 Investigation</p> <ol style="list-style-type: none"> 1) Introduce key question: is it possible to be kind to everyone all of the time? Jesus taught us to be kind to everyone but is it possible to be kind to everyone all the time? Could Jesus be kind all of the time? 2) Tell the story of The Kind Man (The Good Samaritan, Luke 10: 25-37). Show the children pictures from the story and ask them which part of the story they think is the most important and why? Explain that the Samaritan was seen as an enemy/disliked. Qu: Is it easy to be kind to someone you don't know/someone considered as an enemy/disliked? Qu: Why do you think Jesus told this story (parable)? 3) Christians believe Jesus could be kind to everyone because God was helping Him. They believe He

	<p>is God on earth. Teach the children that one of Jesus' most important teachings was 'Love your neighbour as yourself' (Mark 12:28-31). Discuss what this means and what it might look like in everyday life. Jesus meant everyone is your neighbour.</p> <p>4) Read some statements that might be ways to be kind to people and show love. Ask them to stand if they agree. If they disagree they should sit down. Relate each example back to the idea of loving your neighbour:</p> <p>Mummy asks you to help her lay the table. You are watching TV so it's okay not to help.</p> <p>A new child has started in your class and you ask them to play a game with you at playtime.</p> <p>It's your birthday and you have given sweets to the class. You don't give them to a child who said an unkind word to you yesterday.</p>		
<p>Activity</p>	<p>Activity: Children to draw the part of the story of The Kind Man which they think is the most important and write why.</p> <p>Bronze: Children to draw what they can remember from the story and add a caption if they can.</p> <p>Silver: select an example of when kindness is shown in the story and draw this scene, ensuring they add a caption to explain how this scene shows kindness.</p> <p>Gold: Once they have drawn the picture, children answer the question, how does this story teach christians to show kindness?</p> <p>Platinum: children to explain how this links to our key question. This story shows us that even though the 2 people did not normally get along, the man was able to show kindness when the injured man needed it.</p>		
<p>Possible Misconceptions <i>(What are the children likely to find challenging?)</i></p>	<p>Children may retell the story without making the link to the kindness that is shown.</p>		
<p>Resources</p>	<p>Worksheets</p>	<p>Pillar Links</p>	<p>Heart: respect for other religions</p>
<p>Working Wall <i>(What will go on the WW from this lesson?)</i></p>	<p>Display the key question on the WW</p>		



RE MTP
Year 2, Autumn 1 Week 3

Step 2: Investigation	Lesson 3
Focus Skill	Explaining: Retell religious, spiritual and moral stories.
Learning Intention	To explore how kindness is taught through a bible story.
SOLO SC: Uni- Structural <i>Bronze</i>	I can describe how the friends in the story showed kindness.
SOLO SC: Multi- Structural <i>Silver</i>	I can describe how other people in the story did not show kindness towards the injured man.
SOLO SC: Relational <i>Gold</i>	I can explain how this Bible story teaches Christians to be kind.
SOLO SC: Extended Abstract <i>Platinum</i>	I can reflect on what these stories teach us about how Christians believe we should treat others.

Key Vocabulary for the lesson/unit	Paralyzed. Moral, kindness, bible		
Starter	Retrieval questions Define the work kindness. List 5 ways we can show kindness. What was the moral of the story from the Good Samaritan? What does Jesus mean when he teaches us to ‘Love thy neighbour’?		
Lesson Journey	<ol style="list-style-type: none"> 1) Explain to the children that in the previous lesson we heard one of Jesus’ stories about being kind. Today we are going to listen to/watch another story which is about Jesus acting in a kind way. Tell the story of Jesus healing the Paralysed Man (Mark 2: 1-12) or watch animation www.bbc.co.uk/education/clips/z3mgkqt / https://www.youtube.com/watch?v=8cmppSIQUX4 2) Who showed kindness in the story? Jesus? The man’s friends? The crowd? What message does this story give us? Why do you think Jesus showed kindness to someone he didn’t know? How was Jesus able to do this, even though it was difficult? 3) Make comparisons between this story and the one from the previous lesson. 4) Children to draw and write a simple storyboard, showing the events of the story. What do these stories teach us about how Christians believe we should treat others? 		
Activity	<p>Bronze: children to draw the events of the story on a story strip/ storyboard.</p> <p>Silver: children add a sentence to each picture to narrate the events.</p> <p>Gold: Once completed, children explain the moral of the story on their sheets and how this teaches us to show kindness.</p> <p>Platinum: Reflect, how is this story relevant today? Do we help our friends the way the friends in this story did?</p>		
Possible Misconceptions <i>(What are the children likely to find challenging?)</i>	Children may find it difficult to distinguish between the two stories. May need support to understand the word moral.		
Resources	Worksheets for each I can statement	Pillar Links	Heart: respect for other religions and practises Hands: recreating the journey
Working Wall <i>(What will go on the WW from this lesson?)</i>			



RE MTP
Year 2, Autumn 1 Week 4

Step 3: Evaluation	Lesson 4
Focus Skill	Identity, experience, empathy: Respond sensitively to others' experiences and their values of right and wrong.
Learning Intention	To explore how kindness can be shown in everyday situations.
SOLO SC: Uni- Structural <i>Bronze</i>	I can differentiate between kind and unkind behaviours.
SOLO SC: Multi- Structural <i>Silver</i>	I can list different ways that kindness could be shown in my story.
SOLO SC: Relational <i>Gold</i>	I can explain how kindness is shown in my story.
SOLO SC: Extended Abstract <i>Platinum</i>	I can create my own story in which the characters show kindness even when it is difficult.
Key Vocabulary for the lesson/unit	Kindness, bible, moral, right, wrong, choices

<p>Starter</p>	<p>Retrieval questions Children to answer comparison questions based on the two bible stories we have read.</p>		
<p>Lesson Journey</p>	<ol style="list-style-type: none"> 1) Recap the 2 stories we have read from the bible. 2) As a class, create a comparison chart of the 2 stories. 3) How did Jesus use these stories to teach christians to show kindness? Make links to own reading- have you read any stories where the main character finds it hard to be kind but then makes the right choice? 4) Explain that today the children will be making up their story which they think demonstrates when it was difficult for someone to show kindness, but they overcame this. What would Jesus want a Christian to do in this situation? 5) As a class come up with an example together that some children can use as reference during the main task. For example, Sam and Mina both buy the same toy to take to school for show and tell. Sam tells Mina to play nicely but she doesn't so her toy breaks. Mina is upset as she really wanted to take the toy in for show and tell. Sam shows kindness by letting Mina take his toy even though he told her it would break if she wasn't careful. It was difficult for Sam to be kind but he was. 		
<p>Activity</p>	<p>Bronze: children to storyboard the class story and be able to verbally explain how kindness was being shown. Silver: children create a list in books of possible kindness showing scenarios before creating their own storyboard. This could be done during the input of the session. Gold: children to ensure they have explained how kindness is shown in the sentences written underneath each part of their storyboard. Platinum: children's stories must reflect that it was difficult to show kindness but that the main character made the choice to show kindness anyway. They could also mention that this is the way that Jesus would want christians to behave.</p>		
<p>Possible Misconceptions <i>(What are the children likely to find challenging?)</i></p>	<p>Creating their own story could be difficult so children may wish to use the example that we have created as a class.</p>		
<p>Resources</p>	<p>Storyboard worksheets</p>	<p>Pillar Links</p>	<p>Heart- kindness, respect</p>
<p>Working Wall <i>(What will go on the WW from this lesson?)</i></p>	<p>Class story could go on the WW</p>		



RE MTP

Year 2, Autumn 1 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	To explore how easy it is to show kindness all of the time.
SOLO SC: Uni- Structural <i>Bronze</i>	I can identify ways that I show kindness.
SOLO SC: Multi- Structural <i>Silver</i>	I can describe how I show kindness in different situations.
SOLO SC: Relational <i>Gold</i>	I can explain why sometimes it might be difficult to show kindness.
SOLO SC: Extended Abstract <i>Platinum</i>	I can reflect on how Jesus' teachings affect the work of Christians today.
Key Vocabulary for the lesson/unit	Kindness, lessons, moral, Christian,
Starter	Retrieval questions

	<ol style="list-style-type: none"> 1. Define kindness in your own words. <i>(refer to class definition)</i> 2. Who showed kindness in the story of The Good Samaritan and how? <i>The good samaritan- he helped the man up, tended to his wounds, took him to an inn and paid for him to stay there.</i> 3. Who showed kindness in the story of Jesus and the paralysed man and how? <i>The man's friends- they took him to see Jesus and were determined even though it was so busy. Jesus- the man was able to walk again.</i>
Lesson Journey	<p>Step 3 Evaluation (1 lesson)</p> <ol style="list-style-type: none"> 1) Revisit key question: Is it possible to be kind to everyone all the time? Jesus tells Christians to be kind to everyone. How do they achieve this? 2) Show children different christian charities that promote kindness, for example the Salvation Army/Christian Aid. Discuss how Jesus' teachings affect their day to day life now. 3) Possible conversation/ visit from one of these people/ video of them carrying out their work. 4) Children to answer the key question at their own level. Provide prompt questions on worksheets to support.
Activity	<p>Bronze/ Silver: Working Towards: I was kind to my dog when he hurt his paw. Jesus was kind to the man who could not walk and He made him walk again when his friends lowered him through the roof. I think Christians can be kind to people and animals</p> <p>Gold: Working At: I was kind to Abbie last week because she broke her toy so I shared mine. It was hard to share as this toy is my special one. Jesus was kind to the man who was paralysed (could not walk) because He used His power to help him walk again. The man's friends brought him to Jesus and it was so busy they had to let him down through the roof so Jesus would notice him. I think Christians should be kind because Jesus told them in His stories (like the story of the Kind Man) and they think God will help them.</p> <p>Platinum: Working Beyond: I was angry because I lost Golden Time last week and then I wasn't kind to my friend because I thought it was his fault I got told off. We made up at lunchtime though so that was OK and then I was nicer to him. Jesus was kind to the paralysed man, He helped him walk again. This meant he could make a new start in life. Christians believe they should help others make the best of their lives too. The lady from the Salvation Army is kind because she gives soup to homeless people. I think Jesus would be proud of her. Christians should be kind because Jesus was kind, like when He made the paralysed man walk again. He was God on Earth so He was able to be kind as He had God's power..</p>
<p>Possible Misconceptions <i>(What are the children likely to find challenging?)</i></p>	<p>Some children may find it difficult to record their answers, allowing for pictorial recording if this is easier.</p>

Resources	Children to record in books, support sheets for Bronze/ Silver	Pillar Links	Heart- kindness, respect
Working Wall <i>(What will go on the WW from this lesson?)</i>			



RE MTP
Year 2, Autumn 1 Week 6

Step 4: Expression	Lesson 5
Focus Skill	Identity, experience, empathy: Respond sensitively to others' experiences and their values of right and wrong.
Learning Intention	To explore the value of kindness in our classroom.
SOLO SC: Uni- Structural <i>Bronze</i>	I can describe some examples of kind and unkind behaviour in the classroom.
SOLO SC: Multi- Structural <i>Silver</i>	I can discuss different ways we can show kindness in our classroom.
SOLO SC: Relational <i>Gold</i>	I can explain why it is important to ensure we all show kindness in the classroom.
SOLO SC: Extended Abstract <i>Platinum</i>	I can reflect on when it might be difficult to show indeed in the classroom and what we can do about this.

Key Vocabulary for the lesson/unit	Kindness, rules, charter,		
Starter	Retrieval questions		
Lesson Journey	<p>Step 4 Expression (1 lesson)</p> <ol style="list-style-type: none"> 1) Revisit Session 1 - What does it mean to be kind? 2) Listening to Jesus' teachings, do you think you are kind to everyone all of the time or is this something you need to work on? How can you be a better friend? Can we work on being kind to everyone in our class all of the time? 3) How could we ensure that this is something we remember to do for the rest of the year? Could we come up with a list of class rules to ensure we remember to do this? 4) Explain we will make a class kindness charter using rules that we have come up with as a class so everyone will agree to follow them. 5) With partner, come up with 2 'non negotiable' rules they think they would like to add to the class charter. Create a version as a class. 		
Activity	<p>Bronze/ Silver/ Gold: Children choose one of the rules and write this neatly to be added to the final charter. At the end of the lesson, all children will need to sign the charter.</p> <p>Platinum: Allow children to create their own rules which they can write down in their own words. Children could also write a small description to be added to the display explaining what led our class to create a kindness charter.</p>		
Possible Misconceptions <i>(What are the children likely to find challenging?)</i>	Some children many need more support with writing the rules.		
Resources	Strips to write on	Pillar Links	Heart- kindness, respect
Working Wall <i>(What will go on the WW from this lesson?)</i>	Add the charter to the WW. can be laminated and kept up to refer to throughout the year.		

