To know you More Clearly – Year 2

	Creation & Covenant	Prophecy + Promise	Galilee to Jerusalem	Desert to Garden	To the ends of the Earth	Dialogue & Encounter
Understand	• Retell in any form the Noah story (Genesis 6:9-9:17), focusing on Noah and God's promise to all living creatures in the sign of the rainbow (Gen 9:8-17) • Know that psalms are prayed/sung to praise God and recognise that they are a different literary form in scripture. • Understand the term 'stewardship' and what it means for caring for God's world. • Correctly use religious words and phrases to talk about the Sacrament of Baptism, as a sign of Jesus' love for all people and a welcome into the Christian family. • Know that the Christian Bible is split into two parts, the Old Testament, and the New Testament	• Retell, with increasing detail, one of the religious accounts from the Annunciation and the birth of John the Baptist and of the Annunciation and the birth of Jesus from the Gospel of Luke. • Know that a prophet or prophetess communicates God's message, inspired by the Holy Spirit, and that Isaiah and John the Baptist are prophets. • Identify Zechariah's special message about John's future (Lk 1:76). • Recognise that the Church teaches that the person Isaiah spoke of was Jesus long before he was born. • Recognise that the Church teaches that Mary is the mother of God who prays for them and with them. • Describe some ways that Christians prepare for Jesus' coming at Christmas during the season of Advent for example, correctly using religious words and phrases to recognise the meaning	• Retell, in any form, the story of John the Baptist and the baptism of Jesus. • Begin to recognise 'parables' as a literary form in Scripture with reference to the parable of the lost sheep (Lk 15:4-7) and how Jesus uses them to teach people about God. • Recognise that everyone is tempted to make bad choices (sin), but that God loves and forgives all people. • Begin to recognise that the miracles of Jesus are signs that he is the Son of God. • Correctly use religious words and phrases to recognise how Catholics say sorry to God in prayer and talk about why saying sorry to God and to others is important.	• Recognise what Jesus said on the cross about forgiveness and make simple connections with the belief that God always forgives us. • Recognise that Lent is a time for reconciliation and forgiveness. • Correctly use religious words and phrases when describing in an age-appropriate way the Sacrament of Reconciliation, making simple connections between the sacrament and a belief in God's forgiveness. • Correctly use religious words and phrases to talk about the symbols of light and water in the Easter Vigil Mass.	• Sequence the events from the Resurrection of Jesus to the coming of the Holy Spirit at Pentecost. • Know that St Luke wrote a gospel containing an account of the life of Jesus and the Acts of the Apostles about the early Church. • Retell the story of the Conversion of Saul (Acts 9:1-19). U2.5.4. Recognise that the description of the fruits of the Spirit is taken from one of St Paul's letters (Gal: 5:22). • Recognise that Christians believe the Holy Spirit opens their heart to God, helping them to pray and develop habits of good behaviour towards themselves and other people. • Name the fruits of the Holy Spirit and make simple links between the lives of some saints or holy people and how the fruits of the Holy Spirit were shown in their lives.	• Say what the story of the Good Samaritan teaches about how Christians should live. (RVE) • Describe an initiative Christians work on together locally and globally in the service of others. (RVE) • Make simple links and connections between some Jewish religious laws, beliefs, worship, and life (e.g., Keeping the Sabbath day holy and how this is celebrated in the synagogue and in Jewish homes). • Talk about respecting the beliefs of people from different communities in their local area. (RVE)
Discern	• Responding to the way God's gift of Creation is expressed in a variety of creative and artistic ways, e.g., art, music, or poetry and talk about the reason for their response. • Expressing a point of view, with a relevant reason, about why we care for God's world, making simple connections with God's promise to all living creatures in the story of Noah. • Exploring the meaning of symbols used in an infant's baptism in the Catholic Church	• Talking about Isaiah's picture language about light and darkness (Is 9:1-2) and making simple links with Jesus. • Saying what they wonder about the Holy Spirit and how baby John the Baptist, Mary, Elizabeth, and Zechariah felt. • Talking about how other cultures and communities prepare in Advent, for example, through art, dance, music, or celebrations such as Las Posadas. (RVE) • Listening to different traditions and interpretations of the meaning of the Advent wreath. (RVE)	• Looking at artistic representations of Jesus' baptism and talking about images used for God the Father, Jesus (God the Son), and the Holy Spirit and notice how they are connected. • Making simple links with Isaiah and John the Baptist as prophets, and their openness to the Holy Spirit. • Talking about water as a symbol of a new start (reconciliation), thinking about the Sacrament of Baptism and the story of Noah	• Looking at works of art to recall the story of Holy Week studied in the previous year. • Considering some examples of reconciliation and peacebuilding in art, e.g., reconciliation outside Coventry Cathedral. • Listening to different sung versions of the Kyrie Eleison and talking about what the words mean. • Talking about links between the symbols of light and water at the Easter Vigil and what the symbols remind them of, for example, the story of Creation, the Sacrament of Baptism or Advent.	• Saying what they wonder about the story of the appearance of the resurrected Jesus to the apostles and imagining how the apostles were feeling at the Ascension (Acts 1:6-11) or saying what they wonder about the story of Saul. • Saying what they wonder about the fruits of the Holy Spirit. • . Sharing their personal response to different symbols of the Holy Spirit (wind, fire, dove) in art and say why they respond in that way, making links with images studied in previous branches (e.g., Taizé representations of the Holy Spirit, Marlene Scholz's 'Blessed Trinity'). (RVE) • Listening to and asking questions about the stories and the example of a saint whose life shows examples of building peace in the world. (RVE).	• Considering an answer, with relevant reasons, to the question 'Who is my neighbour?' (RVE) • Exploring some examples of Hebrew calligraphy, for example, through the work of a sofer (scribe), and asking 'I wonder' questions about what they have seen. • Listening to the stories and experiences of others from different communities in the class and the wider community. (RVE).
Respond	• Considering what they could do to care for God's world in their own lives and in the life of their local community. (RVE) • Reflecting on the gift of Creation (awe and wonder). (RVE) • Reflecting on how actions can help or harm themselves and others and	• Talking about Mary's prayer, the Magnificat (Lk 1:46-50, 53) and how they can make the world fairer. For example, how they could fill the hungry with good things in Advent147 or what choices they could make in Advent to support local and global communities in need and to care for Creation (CST). (RVE)	• Reflecting on what it feels like to say sorry and to be forgiven. (RVE) • Talking about ways they and others show that they are sorry. (RVE) • Considering what people might want to say sorry to God for and how praying can be part of this (e.g., through making a simple Act of Sorrow).	• Thinking about what forgiveness means to them. (RVE) • Thinking about how making bad choices can harm themselves and others and why saying sorry matters. (RVE) • Reflecting on how Jesus teaches people to forgive.	• Hearing the words of Come Holy Spirit and thinking about what it means to open your heart to God. • Considering why many people pray and share stories of prayer from different religious communities as appropriate. (RVE)	• Reflecting on the question 'Who is my neighbour?' in their life and wondering about how they can act as a good Samaritan in their local community. (RVE) • Reflecting on how communities could be transformed if people acted as good neighbours. (RVE)

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	what this could mean for their friendship with God	• Using artistic expressions to create a personal response to Isaiah's picture language about light and darkness (Is 9:1-2).			• Considering how the fruits of the Holy Spirit could transform their own lives and through them, help the lives of others in their family and wider community.	