

Year 2 Autumn 1







Branch 1: Creation & Covenant

Lens 	Knowledge Lens Content	Ways of Knowing	Expected Outcomes
Hear	The story of Noah, focusing on God's covenant (promise) with Noah and all living beings in the sign of the rainbow (Gen 9:7-17).	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).
	LS 71 'Through Noah, who remained innocent and just, God decided to open a path of salvation. In this way he gave humanity the chance of a new beginning. All it takes is one good person to restore hope!'		Know that psalms are prayed/sung to praise God and recognise that they are a different literary form in scripture.
	Psalm 139:146 in praise of God's Creation of each of us and his love for us.		Understand the term 'stewardship' and what it means for caring for God's world.
Believe	God makes a covenant (promise) with Noah to save all living things.		Discern
	People in the story of Noah turned away from God and chose to act badly; this is behaviour called sin.	Know that the Christian Bible is split into two parts, the Old Testament, and the New Testament.	
	The Sacrament of Baptism is when a person becomes part of the Christian family and promises to love God.		
	That the Christian Bible is split into two parts, the Old Testament, and the New Testament.		
Celebrate	Psalms are prayers to praise God.	Respond 	By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:
	Sacraments are living signs of Jesus' love for all people.		
Live	Baptism is the first sacrament which welcomes people into the Christian family.	Dialogue 	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.
	Ways in which we can show care for God's world (stewardship) as part of our care for each other.		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.
Encounter	Ways in which we can show care for God's world (stewardship) as part of our care for each other.	Encounter 	Exploring the meaning of symbols used in an infant's baptism in the Catholic Church.
			During this unit of study, pupils will be invited to respond to their learning, for example by:
			Considering what they could do to care for God's world in their own lives and in the life of their local community.
			Reflecting on the gift of Creation (awe and wonder).
			Reflecting on how actions can help or harm themselves and others and what this could mean for their friendship with God.
Key vocabulary: God Noah covenant sin psalm sacraments baptism Father Bible Old Testament/New Testament			

Year 2 Autumn 2



Branch 2: Prophecy & Promise





Lens 	Knowledge Lens Content	Ways of Knowing	Expected Outcomes
Hear	The Annunciation of John the Baptist (Lk 1:5-20) The Visitation (Lk 1:39-50, 53)	Understand 	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.
	Zechariah's voice is restored (The circumcision of John the Baptist) (Lk 1:59-66, 67,76) The Birth of Jesus (Lk 2:1-8)		Know that a prophet or prophetess communicates God's message, inspired by the Holy Spirit, and that Isaiah and John the Baptist are prophets.
	Is 7:14, 9:1-2, 5-7 (Extracts from the book of Immanuel)		Identify Zechariah's special message about John's future (Lk 1:76).
Believe	That prophets and prophetesses communicate God's message inspired by the Holy Spirit. John the Baptist is born to be a prophet.	Discern 	Recognise that the Church teaches that the person Isaiah spoke of was Jesus long before he was born.
	Christians believe that the person Isaiah spoke of was Jesus. In Isaiah's words, Christians recognise Jesus as a light in the darkness and Immanuel, 'God-with-us'.		Recognise that the Church teaches that Mary is the mother of God who prays for them and with them.
	Advent is the season when Christians prepare for the coming of Jesus Christ at Christmas.		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 given to the Advent wreath and how these might help Christians prepare for Christmas.
	That Mary is the mother of God and our mother who is trusted with all our prayers.		
Celebrate	Some words of Mary's prayer, the Magnificat (Lk 1:46-50, 53) in which she gives thanks to God and prays for his just world to come.	Respond 	By the end of this unit of study, pupils will be able to talk and think creatively about what they have studied, for example, through:
	Advent is a time Christian preparation for Jesus' coming. The meaning and interpretations of the candles/wreath in different cultural contexts.		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.
Live	How Catholic Social Teaching (CST) can help to guide Christians to 'share the light' with others.		Talking about how other cultures and communities prepare in Advent, for example, through art, dance, music, or celebrations such as Las Posadas. Listening to different traditions and interpretations of the meaning of the Advent wreath.
Dialogue			During this unit of study, pupils will be invited to respond to their learning, for example by: 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 Advent or what choices they could make in Advent to support local and global communities in need and to care for Creation (CST). Using artistic expressions to create a personal response to Isaiah's picture language about light and darkness (Is 9:1-2).

Key vocabulary: Advent Advent wreath Annunciation Isaiah John the Baptist Magnificat
prophet Zechariah

Year 2 Spring 1



Branch 3: Galilee to Jerusalem

Lens 	Knowledge Lens Content	Ways of Knowing	Expected Outcomes
Hear	The preaching of John the Baptist (Lk 3:2-6, 10-17)	Understand 	Retell, in any form, the story of John the Baptist and the baptism of Jesus.
	Jesus is baptised (Lk 3:21-22)		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.
	The Temptation in the wilderness & Jesus begins to preach (Lk 4: 1-15)		Recognise that everyone is tempted to make bad choices (sin), but that God loves and forgives all people.
	Cure of a paralytic (Lk 5:17-26)		Begin to recognise that the miracles of Jesus are signs that he is the Son of God.
	The choice of the twelve (Lk 6:12-16)		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.
	The calming of the storm (Lk 8:22-25)		
	Parable of the lost sheep (Lk 15:4-7)		
Matt 2:1-12: The visit of the Magi			
Believe	John the Baptist is a prophet who calls people back to God by encouraging them to say sorry. Baptism is a sign of forgiveness.		
	That when people make bad choices (sin), they turn away from God. Jesus teaches that God loves and forgives and that being sorry helps us to change and become better people.		
	Jesus' miracles are signs that show he is the promised one (Messiah).		
	Jesus' parables are simple comparisons that invite people to know more about God.		
	Jesus brings healing in different ways.		
Celebrate	How water is used as a symbol of a new start in the Sacrament of Baptism.	Discern 	By the end of this unit of study, pupils will be able to talk and think creatively and critically about what they have studied, for example, through:
	How Catholics say sorry to God in prayers: Act of Sorrow (Contrition)		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.
	How Catholics say sorry to God in prayers: Asking for forgiveness in the 'Our Father'		Making simple links with Isaiah and John the Baptist as prophets, and their openness to the Holy Spirit.
Dialogue		Respond 	During this unit of study, pupils will be invited to respond to their learning, for example by:
Encounter			Reflecting on what it feels like to say sorry and to be forgiven.
			Talking about ways they and others show that they are sorry. (
			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).
Key vocabulary: baptism sin John the Baptist sorrow miracle forgiveness parable reconciliation temptation			

Year 2 Spring 2



Branch 4: Desert to Garden







Lens 	Knowledge Lens Content	Ways of Knowing	Expected Outcomes
Hear	Jesus enters Jerusalem (Lk 19:28-38*)	Understand 	Recognise what Jesus said on the cross about forgiveness and make simple connections with the belief that God always forgives us.
	The last supper (Lk 22:7-23*, 28-34)		Recognise that Lent is a time for reconciliation and forgiveness.
	The Crucifixion and death of Jesus (Lk 23:33-46*)		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.
	The Easter Vigil Mass is the high point of the year and is rich in symbols of light and darkness.		Correctly use religious words and phrases to talk about the symbols of light and water in the Easter Vigil Mass.
Celebrate	Some prayers and actions that are ways in which Catholics turn back to God, in the Sacrament of Reconciliation, for example, a simple Examen or an act of sorrow and in the Penitential rite, for example, the Kyrie Eleison (Lord have Mercy).	Discern 	By the end of this unit of study, pupils will be able to talk and think creatively and critically about what they have studied, for example, through:
	Some simple words, actions, and symbols of the Easter Vigil, focusing on light and water.		Looking at works of art to recall the story of Holy Week studied in the previous year.
Live	The importance of saying sorry to God and to others.		Considering some examples of reconciliation and peacebuilding in art, e.g., reconciliation outside Coventry Cathedral.
	That prayer can help people say sorry for their sins.		Listening to different sung versions of the Kyrie Eleison and talking about what the words mean.
	That making bad choices damages relationships and damages them.	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.	
Dialogue		Respond 	During this unit of study, pupils will be invited to respond to their learning, for example by:
Encounter			Thinking about what forgiveness means to them.
			Thinking about how making bad choices can harm themselves and others and why saying sorry matters. (
			Reflecting on how Jesus teaches people to forgive.

Key vocabulary: Easter Vigil forgiveness Kyrie Eleison reconciliation sin

Year 2 Summer 1



Branch 5: To the Ends of the Earth





Lens 	Knowledge Lens Content	Ways of Knowing	Expected Outcomes
Hear	Jesus appears to the apostles and the Ascension (Lk 24:36-53)	Understand 	Sequence the events from the Resurrection of Jesus to the coming of the Holy Spirit at Pentecost.
	Pentecost and Peter talks to the crowd (Acts 2:1-9, 12-13)		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.
	Conversion of Saul (Acts 9:1-19) Fruits of the Holy Spirit (Gal 5:22-23)		Retell the story of the Conversion of Saul (Acts 9:1-19). Recognise that the description of the fruits of the Spirit is taken from one of St Paul's letters (Gal: 5:22).
Believe	God is love. Love is God's first gift poured into our hearts by the Holy Spirit.		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.
	The fruits of the Spirit are the visible signs that a person is led by the Holy Spirit.		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.
Celebrate	In all prayers, Christians welcome the Holy Spirit and open their hearts to God.	Discern 	By the end of this unit of study, pupils will be able to talk and think creatively and critically about what they have studied, for example, through:
	Christians pray to the Holy Spirit for help ('Come Holy Spirit').		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.
Live	That there are different symbols of the Holy Spirit in art: wind, fire, and dove, e.g., Taizé, Marlene Scholz's 'Blessed Trinity'.		Saying what they wonder about the fruits of the Holy Spirit.
	The example of a saint who showed examples of peacebuilding in their lives, e.g., St Catherine of Siena, St Bernardine of Siena (IHS), St Rita of Cascia, St John Henry Newman, Pope St Pius X, St Francis of Assisi. Some examples of saints and holy people who lived the fruits of the Holy Spirit in their lives, e.g., St Oscar Romero, St Teresa of Avila.		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'). Listening to and asking questions about the stories and the example of a saint whose life shows examples of building peace in the world.
Dialogue		Respond 	During this unit of study, pupils will be invited to respond to their learning, for example by:
Encounter			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. 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.

Key vocabulary: Holy Spirit peace Ascension patience Pentecost kindness Saul generosity
 prayer faithfulness Fruits of the Spirit gentleness love self-control joy

Year 2 Summer 2 or as appropriate throughout the year.



Branch 6: Dialogue & Encounter

Lens 	Knowledge Lens Content	Ways of Knowing	Expected Outcomes
Hear		Understand 	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.
Believe			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).
Celebrate			Talk about respecting the beliefs of people from different communities in their local area.
Live		Discern 	By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:
			Considering an answer, with relevant reasons, to the question 'Who is my neighbour?'
			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.
Dialogue	The parable of the Good Samaritan (Lk 10:25-37) Christians should collaborate in service of humanity. Learning about their local Christian community. Learning about ways Christians where they live come together to support the local community.	Respond 	During this unit of study, pupils will be invited to respond to their learning, for example by: 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.
Encounter	Recognise links and simple 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). Recognise that most Jewish religious words are in Hebrew (the original language of the Torah and other sacred Jewish/Christian texts). Listen to the religious experiences of others from different communities in the class and the local area.		Reflecting on how communities could be transformed if people acted as good neighbours.

Key vocabulary: Samaritan Sabbath Shabbat synagogue neighbour respect