



**RE Topic:** A world of festivals. How and why do we celebrate special times?

**Year: 2 Term:** Autumn 1

## Key Knowledge/Content:

Pupils will be able to:

- Recall and name different festivals.
- Retell and suggest meanings to some stories told at festive times in 3 religions.
- Ask and respond to questions about what communities do to celebrate, and why.
- Notice and respond sensitively to some similarities between festivals in different religions
- Explore questions about belonging and festivals, expressing their own ideas using words, music, Art or poetry.

## Links to:

### Prior learning:

To know all people celebrate at time that are important for their family and/or the religion or beliefs they follow

### Future learning:

To understand the meaning behind different celebrations.

## Key vocabulary with definition:

### Prior vocabulary:

- Christian- Relating to or professing Christianity or its teachings.
- Christmas- The annual Christian festival celebrating Christ's birth, held on 25 December in the Western Church.

### New vocabulary:

- Chanukah- A lesser Jewish festival, lasting eight days from the 25th day of Kislev (in December) and commemorating the rededication of the Temple in 165BC by the Maccabees after its desecration by the Syrians.
- Menorah - A candelabrum used in Jewish worship, especially one with eight branches and a central socket used at Hanukkah.
- Dreidel- A small four-sided spinning top with a Hebrew letter on each side, used in a children's game traditionally played at the Jewish festival of Hanukkah.

## By the end of this unit

**All children can:** **recognise** and talk about my own celebrations and someone else's celebrations.

**Most children can:** **demonstrate** and **suggest** meanings to some stories told at festive times in 3 religions.

**Some children can:** **demonstrate** and **explain** questions about belonging and festivals, expressing their own ideas using words, music, art or poetry, and **refer** to sacred texts.

## Background understanding for teachers and parents:

The unit progresses to looking at how 3 religious festivals in particular are celebrated: Bandi Chaur Divas (Liberation Day) for Sikhs, Chanukah for Jewish people and Christmas for Christians. These festivals were chosen as they are accessible for this age group and many actions of Sikhs, Jews and Christians at these times are clearly related to reasons for the festivals and stories linked with them

## Curriculum Driver (one):

Knowledge of the world.

### Evidence outcome:

To learn about different religions and festivals celebrated around the world.