

# Year 2 RE – Spring 1 Authority

Year Group: Year 2

Term: Spring 1

Topic: Authority

	Learning Objectives	Task design to meet the learning objective (including key questions)
1	I can identify a person in my own life with authority.	<p>Children discuss what they think it means. Talk about who tells them what to do (has authority). Discuss experiences of telling others what to do and who tells us what to do. Why? Who do you trust to tell you what to do? Why? What sort of things do people tell you to do?</p> <p>Task: Children to draw a person with authority in their life and write sentences to explain who they are and what they do. Ask the children to draw another person if appropriate.</p> <p>Challenge- Write a description of authority.</p> <p>Circle of enquiry- Communicate</p>
2	I can describe ways in which people with authority affect my life.	<p>Children to discuss: In what situations do you do what people tell you to do? Are there some people who you would not trust to tell you the right thing to do? Are there sometimes when you would do what you thought was right and disobey someone? When? Discuss scenarios.</p> <p>Teacher chooses a child and asks them to do a series of simple tasks e.g. stand up, move around and something unexpected e.g. throwing rubbish on floor instead of putting in the bin. Discuss with the children why they would only do something that they thought was sensible. Children to act out scenarios and share with the class.</p> <p>Challenge- Discuss their own personal experiences of this happening.</p> <p>Circle of enquiry- Apply</p>
3	I can outline the meaning of the word authority in a poster.	<p>Discuss what the word authority means and the characteristics of someone with authority. Children to create a poster with authority in the middle, writing descriptions and definitions e.g. helpful, safe, patient,</p>

		<p>happy, command, kind and include pictures and phrases to make it stand out. Challenge- Children to record on a speech bubble how it makes them feel when someone in authority speaks to them.</p> <p>Circle of enquiry- Apply</p>
4	I can compare and contrast the different views of people in a bible story.	<p>Tell the story of Jesus in the temple. Children in groups to act out different parts of the story in a freeze frame. Take photo for books. Discuss: Which part was the most important? Who had authority in this story? Children to write sentences about why the people in the story had authority e.g. Mary/Joseph, Teachers, God.</p> <p>Challenge- Children to record how God felt when the teachers in the story had authority over him.</p> <p>Circle of enquiry- Enquire</p>
5	I can reflect on the importance of Jesus' authority to Christians.	<p>Discuss how Jesus is special and remembered by Christians today. Christians believe that Jesus had authority and they tried to obey this. Do you think people should have done what Jesus said? Some people did and some people didn't, why is this? Would you have obeyed him? E.g. would you have walked on water? Why/why not?</p> <p>Challenge- Create a class freeze frame to show a range of reactions to Jesus when he has authority e.g. some people may turning away not listening and some may be following everything he says.</p> <p>Circle of enquiry- Contextualise</p>