

Pioneer Federation
Medium term plan
Cycle 2, Term 3
RE – Year 1/2



Subject: RE			
Key Concept/ Theme: 1.6 Who is a Muslim and how do they live? Part 2.			
Prior Learning links: 1.6 Who is a Muslim and how do they live? Part 1.			
Vocabulary: Prayer, God, Worship, ibadah, respect			
School specific areas to cover (Add in any local areas of study, trips and people)			
CP	EH Overlap with Church teaching, collective worship and visits to church	SMV Overlap with Church teaching, collective worship and visits to church	PM
1 and 2	<p>Deeper learning question (1 per lesson): Prior learning reconnection (year group, cycle & term): What do we already know – complete the front page with space to share prior learning. Add definition of Gospel to vocab sheet.</p> <p>LO: let’s learn about what people learn from Muslim holy words Activity: Discuss key question. The Muslim holy book - the Holy Qur’an. Recall the Shahadah and the role of Muhammad as the messenger of God in Islam. What do pupils already know about the message Muhammad brings? Focus on the Qur’an and ask pupils why they think it might be on a stand and covered. Explore what this might tell us about its importance to Muslims. Tell the story of the first revelation of the Qur’an to Muhammad, in a cave on Mount Hira by the angel Jibril. Emphasise and explain that for Muslims this is the word of God, the final revelation: the words of the angel were recited and written down to become the holy Qur’an.</p> <p>Lesson 2: Ask pupils to come up with ideas for how they think Muslims will treat the Qur’an, knowing what they now know about it. Collect a list of suggestions, then compare with how Muslims do treat it: they read and study it; Muslim children often learn Arabic so that they can read the Qur’an. Some Muslims learn all of the 112 chapters (or surahs) of the Qur’an by heart - these Muslims are called Hafiz. Muslims treat their copies with care, washing their hands before using it, placing it on a stand rather than on the table (and never on the floor), and placing it high up when they are not using it, to show that they believe it is better than all other books.</p>		

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	<p>Find some pictures of Muslims using the Qur'an and match them to these ideas. Get pupils to devise a simple guide for treating the Qur'an, that could be shared with children in the Reception class – i.e. it will need to be simple and visual!</p>
<p>3 and 4</p>	<p>Deeper learning question: Recall some of the 99 Names here: what other reasons can pupils think for why Muslims would want to worship God? Reconnection: Choose four words... • Ask the class if they can think of four words that really matter to them - they can close their eyes and make a choice in their mind, then tell a talking partner. Pupils reflect on words which might be important to them (Peace? Fun? Love? Friends? God?). They write their most important words on post it notes and stick in floor book – can the class then decorate the page using traditional Arabic geometric patterns – leaves and letters or stars are a good idea. Can they make a suggestion about whether these words would also be important to other people, including Muslims?</p> <p>LO: What difference does worshipping God make to Muslims? Activity: Introduce the term ibadah or worship. Muslims try to make all parts of their lives an act of worship to Allah, since he is their creator. Introduce the idea of the Five Pillars of Islam as examples of ibadah or worship: belief; prayer; charity; fasting; pilgrimage. Show a diagram of the pillars – see 1.6 Support sheet for definitions; basic intro for teachers available here: www.khanacademy.org/humanities/world-history/medieval-times/islam-intro/a/the-five-pillars-of-islam; basic video for children here: www.youtube.com/watch?v=9hW3hH9_7pl Mention all five pillars but focus here on belief (Shahadah) and prayer (salah) – the others will be covered in later units. Reciting the Shahadah is one pillar: revise the words and meanings. Talk about what difference it makes to a Muslim to be remembering this core belief every day. Find out about prayer (salah/salat – these are both from the same Arabic word: in Arabic, salah would be used at the end of a sentence, whereas salat would be used within the sentence). Key information is available on BBC website: www.bbc.co.uk/religion/religions/islam/practices/salat.shtml Some clips available here: www.bbc.co.uk/education/clips/z4gkq6f and here: www.bbc.co.uk/education/clips/zfhyr82 . The excellent BBC series My Life, My Religion includes some great information: http://www.bbc.co.uk/programmes/p02q87r8 Reinforce pupils' skills at telling the time and draw a chart showing the times of day on a clock – dawn/midday/late afternoon/sunset/before midnight (technical names for each prayer are not necessary at this stage). Think and talk about how prayer might remind them of God – so praying regularly helps them to remember God through the day. Think and talk about how praying shows obedience to God and how important God is in their lives. Think and talk about how praying shoulder to shoulder might build a sense of community and equality (no one is higher or better than others). Note that women do not usually pray at the mosque at Friday prayers, although some mosques have a women's gallery – Muslims usually say this is to stop the men being distracted when they pray.</p> <p>Lesson 4:</p>

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	<p>Collect together pupils' ideas about what difference it could make to a Muslim to pray five times a day. [Not all Muslims do this – they do not all manage all the prayers, and they don't all follow the Five Pillars – not all Muslims are the same! But the practice is very widely followed in the Muslim community in the UK and worldwide. Prayer five times a day is a practice of Sunni Muslims (although they don't all do it), whereas Shi'a Muslims often combine the five prayers into three sets of prayers per day.]</p> <p>Ask children to ask some questions about what Muslims believe and how they live. Ask children to create a prayer mat – list reasons why Muslim's pray.</p>
5	<p>Deeper learning question: What is a good about the example of how Muslims live – e.g. ideas of respect, selfcontrol, gratitude etc, giving a good reason for my ideas Reconnection: why do Muslim's pray? LO: Let's talk about what I think is good for Muslims about the way they practise their faith, giving a good reason for my ideas.</p> <p>Activity:</p> <p>Give pupils some images representing these ideas (although not depicting Allah or the Prophet, of course). Then ask them for their ideas, or provide a selection of possible answers to match to the images. You could choose from the following: these things o bring Muslims peace respect, celebration and selfcontrol have something to say to them too. You can use specific 'I can...' statements such as:talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad ...ask some questions about what Muslims believe and how they live ...recognise and name the Five Pillars. ...describe simply some examples of how and why Muslims pray ...talk about what I think is good for Muslims about the way they practise their faith, giving a good reason for my ideas. ...talk about what I think is good about the example of how Muslims live – e.g. ideas of respect, selfcontrol, gratitude etc, giving a good reason for my ideas 13 Unit 1.6 Who is Muslim and how do they live? © RE Today Services 2018 Only for use in purchasing schools o give them a sense of what is right and wrong o give them guidance on how to live and how to treat others o Muslims may develop values of love and kindness, generosity and gratitude, respect and self-control. • Talk about why these might be good for Muslims, giving reasons for their ideas.</p> <p>Talk about whether any of the things Muslims gain from their faith are good for people who are not Muslims, and good for pupils themselves (e.g. knowing right and wrong, being grateful, being kind, gaining self-control, and following the examples and teachings of the Prophet, such as by looking after animals, etc.), and say why.</p> <p>In a final reflection and paired talk session, remind pupils they have begun to learn about Islam. Ask them what they liked. Ask them what they would like to find out more about. Record their questions for future study.</p>

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6	<p>Deeper learning question: can you give at least one example of how a story of the Prophet shows a Muslim how to behave? Reconnection: Give examples of how stories about the Prophet show what Muslims believe about Muhammad. LO: Let’s reflect on what we have learned so far Activity: Personal reflection, answer the reflection question: Who is a Muslim and how do they live?</p>
<p><u>End Points:</u></p> <p><u>Make sense of belief:</u></p> <ul style="list-style-type: none">• Recognise the words of the Shahadah and that it is very important for Muslims• Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean• Give examples of how stories about the Prophet show what Muslims believe about Muhammad. <p><u>Understand the impact:</u></p> <ul style="list-style-type: none">• Give examples of how Muslims use the Shahadah to show what matters to them• Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)• Give examples of how Muslims put their beliefs about prayer into action. <p><u>Make connections:</u></p> <ul style="list-style-type: none">• Think, talk about and ask questions about Muslim beliefs and ways of living• Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas• Give a good reason for their ideas about whether prayer, respect,<ul style="list-style-type: none">• celebration and self-control have something to say to them too.	
<p><u>Evaluation:</u> What have the end of unit quizzes, pupil self-reflections and termly work told you about what the children can remember and recall? What are the gaps? Ensure that the areas that need further reinforcement are documented in the next subject unit MTP. Plan in time to revisit gaps within units, determined by the quizzes.</p>	