

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



<b>Subject:</b> RE			
<b>Key Concept/ Theme:</b> Who is a Muslim and how do they live?			
<b>Prior Learning links:</b> New unit of learning no prior links			
<b>Vocabulary:</b> Christmas, Jesus, Christians, Advent			
<b>School specific areas to cover (Add in any local areas of study, trips and people)</b>			
<b>CP</b>	<b>EH</b> <b>Overlap with Church teaching, collective worship and visits to church</b>	<b>SMV</b> <b>Overlap with Church teaching, collective worship and visits to church</b>	<b>PM</b>
1.	<p>Deeper learning question (1 per lesson):            Prior learning reconnection (year group, cycle &amp; 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 do people think about God? What do Muslims think about God?            Activity: Discuss key question.            What really matters? Show/discuss someone or something that is important to you, the teacher, and say why. Opportunity to link to story about love and what matters (e.g. Dogger by Shirley Hughes). Ask pupils to share who / what they feel is most important in their lives; ask some pupils why. Steer discussion away from objects and towards significant people. Ask: do people matter more than things? Give pupils a picture of a heart and to draw and label who are the most important to them. Choose one drawing on the heart and explain why. GOD: what does this word mean? What is invisible and what shows it is there? Show a balloon to the pupils and blow it up. Talk about what is inside and that the air cannot be seen. Can pupils think of other of things existing that can’t be seen? (e.g. wind, electricity, love, magnetic force.)            Recapping who was important to them, explain that some people believe that God is very important in their lives, even though they cannot see him. Link to previous ideas (remind pupils that other believers such as Christians and Jews also think God is very important in their lives). Explain that Muslims believe that the world would not function without God just as a balloon would not function without air. Talk about ‘Who is a Muslim?’ and answer the pupils’ questions (or collect the ones you cannot answer at this point). Point out that being Muslim (or other identities) is not about our race or skin colour, but about beliefs, ways of living and communities. Tell the pupils that there are many thousands of Muslim people in our local area (see Census data on p.146 of syllabus). Teach</p>		

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

	<p>children that the Muslim word for God is in the Arabic language: Allah. Encourage pupils to ask questions about ideas of God, even if you don't know the answers – collect their questions to see if they find more out during the unit.</p>
<p>2 and 3</p>	<p>Deeper learning question: How Muslims use the Shahadah to show what matters to them  Reconnection: What is important to each of us and that Muslims believe the world would not function without God.  LO: Let's explain what Muslims think about God  Activity: Tell the class that we have many names for our mums. See how many they can suggest: is 'mum' sometimes a nurse, tear-wiper, hugger, waitress? Is she sometimes a friend? Like a police officer? Collect as many ideas as possible. Get pupils to talk about meanings of their own names and whether their names describe what they are like. Talk about nicknames and how these sometimes describe characteristics – sometimes in a nice way, sometimes in a hurtful way. Show the class some Islamic prayer beads, 99 beads on a string, and tell them Muslims have 99 names for God, because God is all things to them. The names are found in the Muslim holy book, the Qur'an. They are often called the 99 Beautiful Names of Allah. Each name describes something different about what Allah is like. Some of the names are: forgiver, light, the source of peace, the creator, the guardian, the generous, the truth. Ask pupils: Why do you think there are 99? (It is not 100. It's to remind Muslims that they don't know everything about God – only Allah knows everything.)</p> <p>Take some of the 99 Names of Allah. Explore the words and what the names mean. Pupils could: o choose one name used in the Quran to describe Allah, reflect on what the name means, and think about how this quality or characteristic might be seen in their own and others' lives today. Sentence starters could be used to support those who need it: One beautiful name found in the Qur'an is... I think it means Allah is... If I was ...[i.e. this name] I would... If other people were ...[this name] they would... Pupils could decorate their written work with an appropriate Islamic pattern. o choose four of the beautiful names. Copy them in large script. Explain what they mean. Talk or write about how a person might be changed or influenced by thinking every day about each name.</p> <p>Additional Artwork: • Have a look at some examples of Islamic art based on the 99 Beautiful Names. Hafeez Shaikh has designed some colourful pieces of art <a href="http://www.arthafez.com/gallery.html">www.arthafez.com/gallery.html</a> Use these to inspire your pupils to produce their own artwork on the Names of God. They should be careful not to try and draw living forms in their artwork, but can use</p> <p>Make sense of belief: • 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 Make connections: • Think, talk about and ask questions about Muslim beliefs and ways of living 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 ...talk about three important things Muslims believe about God/Allah, using the Shahadah and some of the 99 Names of Allah. ...recognise that Muslims do not draw Allah or the Prophet, but often use calligraphy to say what God is like</p>
<p>4 &amp; 5</p>	<p>Deeper learning question: What do Muslims believe and how they live?  Reconnection: how many names do Muslims have for God?  LO: Let's learn to understand who was the Prophet Muhammad and why is he important to Muslims?</p>

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

	<p>Activity: The Prophet is a leader for Muslims. How and why? • Tell the pupils that Prophet Muhammad is such a special leader that he has over 1.5 billion followers who respect him, all over the world. People have followed his teaching for over 1400 years! Review the words of the Shahadah, learned in previous sessions. What does it say about Muhammad? From their learning already in this unit, what message do pupils think Muhammad brought? • More than 1400 years ago Prophet Muhammad taught all Muslim people how to follow God. For Muslims, he is so special that when they talk about him and say his name they say ‘Peace be upon him’. When they write his name they put the letters ‘PBUH’ after his name.</p> <p>Teach the pupils that stories of the Prophet are very important in Islam. They say a lot about what the Prophet Muhammad (PBUH) said and did, and these stories often teach Muslims an inspiring lesson. Muslims follow Allah (God), but they learn a lot from the Prophet’s example. For Muslims, he is an inspiring leader. • Give examples of some stories of the Prophet Muhammad. These three are found in many children’s collections. Make the most of these with creative story-telling techniques, but without depicting the Prophet himself or any of his companions. Give pupils a chance to retell the stories and connect them with their message for Muslims today: 1. The Prophet cared for all Allah’s creation (the story of the tiny ants); 2. Muhammad forbade cruelty to any animal, and cared for animals himself to show others how to do it (Muhammad and the camel); 3. Muhammad was considered very wise (Muhammad and the black stone – see Share a Story with... from RE Today for a retelling of this story to show on the whiteboard, with activities: <a href="https://shop.retoday.org.uk/9781905893928">https://shop.retoday.org.uk/9781905893928</a> ). 4. Muhammad believed in fairness and justice for all (Bilal the first Muezzin was a slave to a cruel master. The Prophet’s close companion, Abu Bakr, freed him, and made him the first prayer caller of Islam; to find out more about the story and see some ideas about how to teach it, see <a href="http://www.natre.org.uk/primary/good-learning-in-refilms/">www.natre.org.uk/primary/good-learning-in-refilms/</a>).</p> <ul style="list-style-type: none"><li>• Talk to pupils about the stories and ask: if someone wanted to follow the Prophet in Islam in your area today, what would they be inspired to do? Talk about being kind to animals, caring for the earth and helping people who are treated unfairly. Can pupils give examples of what they do with regard to these things? Can they think about who inspires them to be kind and caring?</li></ul> <p>Ask pupils to think about saying thanks and being thankful. Do we say thank you to people who inspire us to do something good? How? Who else should we say ‘thank you’ to? Why? • Create a simple outline drawing of a crescent moon – part of the Muslim symbol, showing that faith can light a person’s path in the dark. On one side draw pictures to show how the Prophet inspires Muslims to behave [but NOT drawing the Prophet], e.g. pictures to show some behaviour that they think is good or kind, based on the stories they have been learning. On the other side of the paper write in response to the following sentence starter “The stories of the prophet teach Muslims...</p>
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?</p> <p>Reconnection: Give examples of how stories about the Prophet show what Muslims believe about Muhammad.</p> <p>LO: Let’s reflect on what we have learned so far</p> <p>Activity: Personal reflection, answer the reflection question: Who is a Muslim and how do they live?</p>

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

**End Points:**

**Make sense of belief:**

- 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.

**Understand the impact:**

- 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.

**Make connections:**

- 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,
  - celebration and self-control have something to say to them too.

**Evaluation:** 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.**