

Pioneer Federation
Medium term plan
Cycle 1, Term 3
RE – Year 3/4



Subject: RE			
Key Concept/ Theme: L2.9 How do festivals and worship show what matters to a Muslim?			
Prior Learning links:			
F5 What places are special and why? (Reception)			
F6 What times/stories are special and why? (Reception)			
1.6 Who is a Muslim and how do they live? (Year 1 and 2 Cycle 2)			
1.7 Who is Jewish and how do they live? (Year 1 and 2 Cycle 1)			
Vocabulary: Islam, Muslim, Arabic, God, Qur'an, worship, mosque, The Five Pillars, Fasting, Ramadan, Eid-ul-Fitr, prayer, belief, celebration			
School specific areas to cover (Add in any local areas of study, trips and people)			
CP	EH	SMV	PM
	Overlap with Church teaching, collective worship and visits to church	Overlap with Church teachings, collective worship and visits to church	
1.	<p>Prior learning reconnection: Recall learning from Unit 1.7 about ibadah (worship and belief in action). Remind pupils about the Five Pillars – they have explored Shahadah and salah already. This unit builds on that learning by digging a little deeper into prayer, then looking at fasting in Ramadan and the festival of Eid-ul-Fitr.</p> <p>Note: Children will not have covered all this yet with the new syllabus as it is a cycle 1 question. In that case, look at the front cover and talk about what the children already know about festivals, worship and the Islam religion.</p> <p>LO: Can I identify some beliefs about God in Islam?</p> <p>Main activity: Introduce the meaning of the words 'Islam' and 'Muslim': based on the Arabic root 'slm', which means peace; Islam means the peace that comes from being in harmony with God; and Muslim means one who willingly submits to God.</p> <ul style="list-style-type: none"> • Read Surah 1 (chapter 1) of the Qur'an. What does it tell Muslims about what God is like? Explore how this chapter shows the nature of God in Islam (Tawhid – the oneness of God). <p>Deeper learning question: What do Muslims believe God is like?</p>		

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	<p>Future learning links: Learning about prayer as a form of worship.</p>
2	<p>Reconnection: Children reflect back on reading from Surah 1. Can they identify some beliefs about God in Islam?</p> <p>LO: How does prayer show what matters to a Muslim?</p> <p>Main activity: Re-visit salah – prayer five times a day. Build on learning from Unit 1.6. Start by asking pupils why they think Muslims pray. For Muslims, the God revealed in Qur’an Surah 1 is worth worshipping, submitting to and praying to. Recalling basic introduction covered in Unit 1.6, look at what happens in prayer: the preparation and the rak’ah (prayer positions), etc. Use this to help find out about the significance of prayer to Muslims – why it is important to worship God and pray, and what difference it makes to Muslim ways of living; talk about how regular praying might make life easier and/or harder. Compare prayer at home with Friday prayer at the mosque. Look at the use of subhah beads as part of prayer.</p> <p>Deeper learning question: Start to make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)</p> <p>Future learning links: children will explore how a mosque is a place of prayer, teaching and community support.</p>
3	<p>Reconnection: What is salah? Why do Muslims pray? What is rak’ah? Remind children about subhah beads as part of prayer.</p> <p>LO: Where do Muslims worship?</p> <p>Main activity: The mosque/masjid is important within the Muslim communities. Explore how it is a place of prayer, teaching and community support.</p> <p>Deeper learning question: Start to make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)</p> <p>Future learning: Children will learn about Muslims fasting during Ramadan and how Muslims celebrate Eid-ul-Fitr at the end of the fast.</p>
4	<p>Reconnection: Can you give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve? Remind children that ibadah is how God is worth worshipping; how Muslims submit to God.</p> <p>LO: I can make links between Muslims beliefs about God and fasting during Ramadan</p> <p>Main activity: Another of the Five Pillars is fasting during Ramadan. Find out about the experiences of a Muslim fasting during Ramadan and how Muslims celebrate Eid-ul-Fitr at the end of the fast:</p>

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	<ul style="list-style-type: none"> • Explore how Muslims show self-control by fasting during Ramadan and why this is important. What are the benefits for Muslims of fasting, and what can they learn from this experience? • Explore the ‘Night of Power’ (Laylat-ul-Qadr) which is celebrated during the last ten days of Ramadan, to mark the giving of the Qur’an. What happens in the community and why? • Explore what happens in a Muslim household at Eid-ul-Fitr and how this shows that Muslims worship Allah. Why do they celebrate the end of Ramadan? <p>Future learning: Discuss living in harmony with each other in the world today and revisit big question ‘How do festivals and worship show what matters to a Muslim?’</p> <p>Deeper learning question: What different way do Muslims worship God? Should people who are not Muslims fast and why do you think this?</p>	
5	<p>Reconnection: What can you remember about fasting during Ramadan and the celebration of Eid-ul-Fitr?</p> <p>LO: I can talk about the need for people to live in harmony with each other in the world today, giving good reasons for my ideas</p> <p>Willing submission to God is central to Islam; ideally Muslims demonstrate this through ibadah, worship. What are the benefits for anyone of living a self-disciplined life? What things might people who are not Muslims stop and reflect on five times a day, and what benefits could it have? How can pupils live more harmoniously? What steps could the class, school, neighbourhood, country and world take to live in harmony?</p> <p>Activity: Complete end of unit quiz. Look through class big book reflecting on what children have learnt and reflect on gaps from the unit.</p> <p>Deeper learning question: Going back to the original question: How do festivals and worship show what matters to a Muslim?</p>	
<p>End Points:</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify some beliefs about God in Islam, expressed in Surah 1 • Make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God) <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. • Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) <p>Make connections:</p> <ul style="list-style-type: none"> • Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims • Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving 		

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good reasons for their ideas.

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.**