



Sunshine Academy
Medium Term Planning



Subject: RE	Year Group: 2	Term: Autumn 1	Theme: Learning from Islam part 1
Prior Learning: In EYFS children have looked a range of festivals and celebrations from a variety of different faiths and cultures. They have experiences stories from different faiths and have explored British values through our Sunshine values. In Y1 children have explored cycles of the year through creations, harvest and giving thanks. They have looked at celebrations known to them within British culture and Christianity – birthdays, weddings, christenings and Christmas. They have explored what it means to be a Christian and why God is important to Christians. They have also explored Easter in simple terms. Children in Year 1 have also explored Sikhism.			
Skills to be taught:	Planned Learning Experiences:	Vocabulary:	Resources
I can recognise who is a leader. I can talk about leaders, including religious leaders. I can simply retell a story of the Prophet.	<u>Lesson 1 (60 mins):</u> Who is a leader? - Ask the children who leads a school, a football team, a TV show, a family, a country? Does anyone lead the world? (They may say God – ask them how God leads the world).Talk about leaders and what they do. Pick out the idea that a leader sets an inspiring or good example. The Prophet is a leader for Muslims. How and why? - Tell the children that Prophet Muhammad is such a special leader that he has nearly 2 billion followers who respect him. If the world was 100 people, 24 of them would be followers of the Prophet Muhammad - More than 1400 years ago he taught all Muslim people how to follow God. He is so special that when Muslims talk about him, when they say his name they say 'Peace be upon him'. And when they write his name they put the letters 'PBUH' after his name. - Children can write the letters downwards and the words across if this is useful to remind them. - Ask children if they know any other religious leaders. - Share the story The black stone and the kabba - How Muslims show care – KS1 Religious Education – Primary Y2 - BBC Bitesize Together play some team building games where they must show good leadership and working together as in the story – ideas can be found here - 48 Creative Team-Building Activities For Kids - Teaching Expertise or use own ideas. Add photos to Class floor book with pupil voice on what makes a good leader.	Leader Religious Prophet Muhammad Muslim Islam Inspire Trust	BBC link Team building games and resources Floor book



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I can talk about a special place to me and why it is special. I understand different places may be special to others.	Lesson 2 (60 mins): <u>Pre-lesson – Ask children/families to talk to their children about special places to them – if they would like they may share an image on class dojo or send in an image/information.</u> Our special places Begin by opening lesson 2 powerpoint. Use slides to support discussion or/and you can share an image of a special place to you – this may be your home, somewhere you love to visit, a religious place. Talk about why that place is special – happy memories, makes you feel good or relaxed, makes you feel safe, or is somewhere you feel close to something/someone special. Ask the children to think about a place that is special to them. (Places may include – homes, clubs, sports venues, holiday places, places they visit often such as the park, school, religious place) • Pupils listen to and report back to class on paired talk about their partner's special place. Share images sent in if any received and discuss. • Guided visualization: special place – what can they see, touch, smell, hear, taste, how they feel. You may need to give examples from your own experiences to help them form their own ideas. Encourage the idea of no wrong answer, remind children of our PSHE rules of acceptance and respect for each other. • Explain that we will be learning about special places for Muslim people. Recap about 'Who is a Muslim?' and answer the children's question or write them down for Sophia the owl. Point out that Muslim (or other religious identities) are not about our race or skin colour, but about our beliefs and communities. • Tell the children that there are many thousands of Muslim people in Walsall. Remind the children of the story they heard about the Prophet Muhammad, the Muslim leader. Remind them that Muslims say 'Peace be upon him' when they speak of Muhammad. Recording – Draw a special place to them and write about what makes it special. Write a sentence to say a special place to Muslims is the mosque. A special place to me is... because...	Special place Muslim Islam Leader Belief Community Family Friends	Image of special place. RE book
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I can talk about the purpose of a mosque. I can say why it is a special place for Muslims.	<u>Lesson 3 (60 mins):</u> A special place for Muslims Recap special places to them from the previous week. Explain that we will be exploring special places to Muslims over the next few lessons. Open powerpoint at lesson 3 slide. • Show / talk about / ask questions of images of mosques. There are thousands here: https://www.flickr.com/photos/tags/mosque/, see images on Google drive or choose own images • Pupils listen to the call to prayer. Show them two different versions – not all are the same. How does the sound feel? Why does this matter to many Muslim people? These beliefs and words are ‘the First Pillar of Islam’ This one by a child is working in 2021: https://www.youtube.com/watch?v=VNNwcJjPBXE • Discuss the words special and sacred: ‘Sacred is a religious kind of special’ • Visit an actual or virtual mosque. A visit to a mosque - KS1 Religious Education – Primary Y1 & Y2 - BBC Bitesize (You may ask a member of the community to speak about the significant features of the building, its importance to Muslims, what happens there if available – e.g. parent) • Note down what pupils say about the mosque • Look at local pictures: www.muslimsinbritain.org lists 25 local mosques - There are also numerous mosques or Masjids in Walsall. Most of these are in close proximity to each other, located in the adjoining areas of Caldmore and Palfrey, just south of the town centre e.g. masjidalfarouq.org.uk, this is a mosque in Palfrey and there is a video showing the external of the building and the prayer room. Allow children times to explore further photos and books – looking around a mosque images, word cloud template (page 1) and mosques of the world images available in Google drive. Create a word cloud of the words they would use to describe the Mosques. Ideas have been provided –may be done as a group or in pairs or individually depending on needs of your children. Children may use mixed media, felts, crayons, pencil crayons etc. Add to RE book.	Mosque Special Sacred	Word cloud sheet Powerpoints Links Images Books
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I can name and describe some important parts of a Mosque.	<u>Lesson 4 (60 mins):</u> Inside a Mosque Recap the inside of a mosque from last week and explore content further down the page which looks at the elements of the mosque. A visit to a mosque - KS1 Religious Education – Primary Y1 & Y2 - BBC Bitesize. There is a powerpoint on Google drive also to support discussion about the parts of a mosque. Discuss these with the children. Then children should label the parts of a mosque and add to their RE book – two versions available, a simple labelling or a label and describe version. Use as appropriate to you class needs.	Mosque Prayer mat Qubba Mihrab Wash room – wudu Crescent moon and star Qur'an Iman	Links Mosque worksheets
I understand the importance of prayer to Muslims. I can talk about how Muslims pray.	<u>Lesson 5 (60 mins):</u> Importance of prayer Recap the importance of the mosque as a place for prayer. Pupils could listen to the call to prayer again. Show them two different versions – not all are the same. How does the sound feel? Why does this matter to many Muslim people? These beliefs and words are 'the First Pillar of Islam' This one by a child is working in 2021: https://www.youtube.com/watch?v=VNNwcJjPBXE another can be found here The Adhan (sung) Call to Prayer Channel 4 - Bing video feel free to sources others yourself if you wish. Handle and talk about the significance of a prayer mat, water and a Qur'an stand for Muslim prayer (a clean place, a clean body, facing Makkah, using the ancient words of Islamic prayer – but also a good attitude, submitting to God, is more important even than these symbols and rituals). Look at examples of prayers mats and geometric patterns often seen in Islamic buildings and art. Use these ideas as well as things in their life which are special to them to create/design a prayer mat. Remind them that prayer mats are special to Muslims and we should design a prayer mat with respect. Add to RE book.	Prayer Mosque Muslim Islam Prayer mat Respect Allah/God Makkah	Links Prayer mat designs and geometric patterns Prayer mat templates RE book



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I can talk about and consider the feelings people have about special religious places.	<u>Lesson 6 (60 mins):</u> The New Mosque Recap what is a Mosque?, who goes to the Mosque? Tell pupils a simple story about Aysha going to the new mosque near her house. Here's a possible outline, from which to elaborate: feel free to be creative. “The week before the special day, Mum and Aysha went shopping, to buy some new clothes. They rang up her favourite uncle, to remind him to come for lunch. Mum helped Aysha to dress for a special day. Her uncle Faisal came to the house, and told them a funny story, as he always did. They all walked to the mosque together. Last time Aysha had seen the new mosque, it was a building site – scaffolding and diggers, people in hard hats and visibility vests. But as they walked towards it today, the sun shone on a big new green dome, with a silvery crescent moon on top, and everything was clean, new and polished. The glass doors were huge, and the brass handles gleamed in the sunshine. The crowd was amazing: the biggest crowd Aysha had ever seen – and she was in it! She held on to mum’s hand, because she felt a bit anxious about getting lost in the crowd. Looking up, she could see the tall minaret with its little archways. She knew that soon everyone would hear the Call to Prayer, chanted beautifully by the Muezzin. When she went in, it was very full of people. There was a queue for the washroom because everyone wanted to do wudu (washing for prayer). And it was beautiful. And it was quite noisy at first. But then they all heard the prayer call, from the new tower, the minaret, and everyone went quiet. Aysha found a quiet place to pray. She had a special feeling of calm. She said thank you to Allah for the lovely new mosque. She listened to the nasheeds that people sang, and joined in with the tour of the building. She counted up how often she saw the moon and star symbol. There are loads, she lost count after 20. Her uncle Faisal came back for tea, and it was a lot of fun. There was even a picture on the paper and a short film on the TV news about the new mosque. Ask children to choose between pairs of words (both could be true of course) by walking to the side of the classroom they choose. Vote with your feet. As they do pause to ask why children feel this and note down answers for the floor book, encourage using sentences - I think Aysha was...because...	Mosque Muslim Sacred Special Prayer Crescent moon Dome Wudu Allah/God	Story Classroom space or hall Camera Floor book Pupil voice
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	Do you think Aysha was... • Happy or sad to be going to the mosque? • Puzzled or excited when they left home? • Surprised or joyful when she saw the mosque • Rushed or chilled when she got inside? • Scared or pleased in the crowds? • Calm or peaceful when she prayed? • Close to God or happy when she stood up from her prayers? Add images and children's view points to the class floor book. To end - Remind the children that there are lots of mosques in the UK, including more than 100 in the west Midlands, and over 2200 altogether. Most of them are converted from houses and not so many are built from new, like the one in the story. Recap some pictures.		
I can identify similarities and differences between special places to Muslims and other religious buildings. I can identify similarities and differences between special places to Muslims and me.	<u>Lesson 7 (60 mins)</u> Making links Look at images of local religious buildings including Blakenall Chirst church and the United reform church next door. Other religious buildings may include a gurdwara which they may recall from Year 1. (See image bank on Google drive lesson 7) Allow children time to discuss the images. What can they see? Can they link images? What similarities? What differences? Why are they all important to their community? How are our own special places similar/different? Allow children to create mind maps if this helps gather thoughts. Feed back together as a class. Create a class mind map for floor book.	Church Mosque Gurdwara Special places Sacred Similarities Differences Community	Images of local religious buldings



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