



Sunshine Academy
Medium Term Planning



Subject: RE	Year Group: 2	Term: Spring 1	Theme: Learning from Islam part 2	
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. In Autumn term they have begun to explore the Islamic faith and the Mosque as a place of worship.				
Skills to be taught:	Planned Learning Experiences:		Vocabulary:	Resources
I can name some of the five pillars of Islam. I understand why the five pillars are important to Muslims.	<u>Lesson 1 (60 mins):</u> Flashback - Ask the children to recall back to our prior learning about the Islamic faith. Who follows this faith? What was the name of the Muslim place of worship? Mosque, what can they recall about it Use the BBC teach materials used previously to recap and refresh in the children’s minds. A visit to a mosque - KS1 Religious Education – Primary Y1 & Y2 - BBC Bitesize. New learning - Explain that there are 5 key values or beliefs that Muslims try to live their lives by. These are called the 5 pillars of Islam. Share the clip Religious Studies KS1: The Five Pillars of Islam - BBC Teach – you can use the powerpoint to go through the five pillars in more detail or slower if needed. Recording – Children to complete the five pillars worksheet activity in RE books. Two versions available to suit children’s needs. Adapt as needed for your class if specific needs require.		Religion Mosque Muslim Islam Guide Rules Qur’an Prayer Pilgrimage Allah God Belief	BBC links Worksheet RE books



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I can talk about the important book for Muslims, the Holy Qur'an I can talk about the Holy Qur'an is used by Muslims.	<u>Lesson 2 (60 mins):</u> Flashback – Share with the children a bible, what is it? (bible) Who is it special to? (Christians) Why? (It is the word of God, shares stories that help Christians to live well) The Holy Qur'an • Share with the children the image of the Qur'an and the physical version we have in school. Why is it special? Why is it kept on a stand? What is the language it is written in? Gather children's thoughts and questions around the Qur'an image in one colour pen. • Share clips - BBC Two - Pathways of Belief, The Bible and the Qur'an: The Revelation, The importance of the Qur'an and BBC Two - My Life, My Religion, Islam, The Qur'an – add what we have found out to the Qur'an image in a different colour. • Explain that the Qur'an is a guide to help Muslims live their lives. Give the examples: Worship none but Allah; treat with kindness your parents and family, friends and those in need; speak fairly to people; be steadfast in prayer; and practice regular charity. • Look at examples of the Shahadah written in Arabic calligraphy (wall hangings, plates, pendants, posters – see SMART notebook page) and ask what words might be so special that they are written so beautifully and in so many different places? Explore what the Shahadah means: "There is no God but God and Muhammad is the Prophet of God." These are words that a very important to Muslims. • With the children consider words that are important to them – these may be religious if they have a belief/faith or may be linked to things they value – family, friendship, kindness, fun, love, the earth, thanks, football, reading etc. Recording – Children complete the Qur'an worksheet, two versions available select as appropriate to the needs of your class.	Religion Prophet Muhammad Muslim Islam Guide Rules Qur'an Holy book Faith Islam Muslim Allah God Sacred	Qur'an school version Worksheet BBC clips Powerpoint RE book
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I can talk about the celebration of Ramadan I can say why it is important for Muslims.	<u>Lesson 3 (60 mins): Ramadan</u> Flashback – Share the Image of the 5 pillars of Islam. Can the children recall any from lesson 1. Draw the children's attention to pillar 4 Sawm – Fasting during the month of Ramadan Explain that today we will be exploring the month of Ramadan, which this year begins on the 10th March. Share the videos - What is Ramadan and when does Ramadan happen? - BBC Bitesize and Ramadan and Eid ul Fitr - BBC Teach watch up to 3:13. Complete the Ramadan class good deeds jar for the floor book. Page 2 is for recording and ideas can be found on other pages. If time play the Ramadan matching game in small groups to check understanding – if time is short skip and complete the below class recording without doing the game. Then as a class complete the What is Ramadan recording sheet – note children's ideas and views and add this to the floor book also.	Mosque Prayer Crescent moon Qur'an Celebrate Ramadan Eid Al-Fitr Fasting Sawm 5 pillars Islam	Class recording sheets BBC links Matching game
I can describe how Muslims celebrate Eid al-Fitr. I can explain why Eid al-Fitr is important to Muslims.	<u>Lesson 4 (60 mins):</u> Eid al - Fitr Flashback – Share the five pillars poster and ask the children if they can recall what was special about pillar 4 – Sawm (Ramadan, fasting, a celebration, thinking of others, sacrifice) Refresh their memories and for anyone away last lesson – watch the 7 things you need to know about Ramadan and the What is Ramadan clips - Ramadan: What is Ramadan? - BBC Newsround Today we will look at the celebration at the end of Ramadan, Eid al-Fitr. Remind the children of the little girl Halima we heard about last lesson who thought Ramadan and Eid were ruined because things were different to how they normally celebrated. Re-watch to the end. Ramadan and Eid ul Fitr - BBC Teach What was special about Halima's Eid? Share the Powerpoint to discuss further how Eid al-Fitr is traditionally celebrated by Muslims. Children to complete the Eid al-Fitr worksheet for RE book	Mosque Prayer Crescent moon Qur'an Celebrate Ramadan Eid Al-Fitr	BBC links RE book Worksheet Powerpoint Five pillars poster



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I use some of the vocabulary linked to the Islamic faith. I can talk about features of the Islamic faith.	<u>Lesson 5 (60 mins):</u> What matters to Muslims, what matters to me? Begin this last lesson by reminding pupils of the work they have done in 'beginning to learn from Islam' This will include work about the Prophet, two stories, caring for animals, praying, the Qur'an, holy or special words, the festival of Eid and the importance of the Mosque. Ask the children what they think are the most important things for Muslim people. The correct answer is that Allah is most important to Muslims, but some of the other things matter too. Ask children to run around between two stations to show which of the following they think is most important to Muslims (different answers may be valid – can the children use 'because...' and 'so that...'?): • Reading the Holy Qur'an / Watching TV • Hearing stories of the Prophet / hearing the call to prayer • Saying: 'Peace be upon him' / saying 'thank you' • Prayer mats / washing hands • Being kind to animals / praying to God • Going to the mosque / having presents at Eid Ask them after each pair to say why they chose their place, simply. Continue with some more examples, but this time the children have to say what matters most to themselves: • Praying / being kind • Chips / sweets • Having lots / sharing lots • Fruit / Coca Cola • Family / friends • Pets / computer games • Playing inside / playing outside • My favourite book / my favourite movie • God / myself Again, ask them after each pair to say why they chose their place, simply. In a final circle time and paired talk session, remind children 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.	Prayer Mosque – and features words Muslim Islam Prayer mat Respect Allah/God Celebrations Ramadan Eid Al-Fitr 5 pillars	Camera Photos Floor book
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	Ask the children what this activity teaches them. Tell them that the run around activity is important because different things matter to different people: all different, we can all learn from each other.		
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.	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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	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... 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.		
OUTCOMES - At the end of this unit: All pupils will be able to: • Say that a special place for Muslims is the mosque • Talk about the Prophet and why he matters to Muslims • Identify a Muslim holy book or special day • Choose a special word for themselves • Talk about what matters to them	Many pupils will be able to: • Use 6 or more of the Islamic and religious keywords for this unit • Name two things found in the mosque • Name some Muslim practices • Name a key belief eg God is one • Retell a story of the Prophet and it's meaning • Talk thoughtfully about kindness to animals or about sacred words • Respond sensitively to Muslim ideas and simple stories	Some pupils will be able to: • Describe the meanings of different things they say in the mosque • Understand 6 or more new vocabulary words they have learned and use them	



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ASSESSMENT SUGGESTIONS: How will the teacher monitor the learning?

- Listen to children talking about the learning activities, and note the language used, what they have remembered and how they respond – sensitive responses are important.
- Ask questions about what things in Islam mean – suggesting meanings is an important skill.
- See how the children respond in talk activities to the different things they learn about mosque, prophet, Qur'an and Eid.
- A table of artefacts and photos and books is a good way to focus this conversation, and capture what children say about Islam so that you know how their learning has progressed.

ATTITUDES FOCUS:

- Respect for all: noticing and being ready to value difference and diversity for the common good
- Self-awareness: feeling confident about their own beliefs and identity and sharing them without fear of embarrassment or ridicule.
- Curiosity and enquiry: being willing to ask questions and take a wide interest in the world around them.



Background information – subject knowledge for the teacher

The unit picks up some key areas for learning from Islam, and connects them to the children's own ideas and experiences. Teach about the Quran, the Prophet, the Mosque, prayer and the festival of Eid ul Fitr.

The word Islam means submission or peace. Muhammad was born in the city of Makkah in 570 CE (Common Era, the same as BC/AD dating). Muhammad is not seen as the founder of Islam but rather as the final Prophet, the first of whom was Adam. There are many other prophets mentioned in the Qur'an including Ibrahim (Abraham), Musa (Moses) and Isa (Jesus). Prophet Muhammad is known as the seal of the prophets. Muhammad was a trader happily married to his wife, Khadija. At the age of 40 he began experiencing a series of revelations from God. These revelations were delivered by the Angel Jibril or Gabriel over a number of years and form the sacred text of the Qur'an. The Quranic text was written down, during the life of the Prophet, although it was compiled as one volume only after his death. The words are regarded as a direct transmission from God Himself. Allah is the Arabic name for God. The Qur'an was revealed to the Prophet Muhammad over a 23-year period. Muslims show their love and obedience to God by being obedient to the words in the Qur'an and living as closely as possible to the way the Prophet lived. The Qur'an gives guidance on a range of topics about everyday life, ethical, spiritual, social and moral issues. It is treated with reverence, being handled carefully, and ideally read on a daily basis. Children will often learn to read Arabic and recite the Qur'an at an early age. Recitation is important to Muslims: the words of the Quran have a power when spoken that doesn't go with them being read. The Shahadah (The declaration of faith) 'There is no god but the One God and Muhammad is the Messenger of God.' Belief in the oneness of God is the foundation of Islam. This is known as Tawhid. The words of the Shahadah form part of the words of the Adhan, which are the first words whispered into the ear of a new born baby and are also the last words a Muslim will hope to hear before s/he dies.

Salah (Prayer).

The ritual prayers (salah – also referred to as namaz), are offered five times a day. All Muslims are required to pray from the age of about 12. Prayer enables one to develop a closer relationship with God. Prayers are said at specific times of day, (once early in the morning, once in the night and the others dispersed through the day), the times will alter slightly depending on the time of year. At the mosque, Muslims pray in rows behind the Imam, the leader of congregational prayers. Prayer can be carried out anywhere that is clean. Often a prayer mat is used to pray on, but as long as a space is clean it is not essential to use one. Muslims will have to have made Wudhu (ablution), before they pray, so access to water is useful. Muslims face Makkah (towards South East in the UK) when they pray. Eid-al-Fitr celebrates the end of the fast of Ramadan. This is a time to ask for forgiveness, thank God for everything He has blessed one with and share in congregational prayers. Special food is prepared and shared with family and friends. Presents are given and new clothes are often bought. This is also a time when Muslims will visit the cemetery and remember dead family and friends.