



Kindness

Positivity

Respect

<u>RE MEDIUM TERM PLANNING</u>		
Year Group: 4	TERM: Spring 2	Theme: L2.9 How do festivals and worship show what matters to a Muslim?
SACRE:		
<p><b>Context:</b> (why is this unit being taught?)            Within this unit. Pupils will identify some beliefs about God in Islam, expressed in Surah 1. They will also make clear links between beliefs about God and ibadah (worship) and how this links to prayer, fasting, celebrating and the intention to live out the five pillars of Islam. They will have opportunities to ask questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits of these for all people.</p>	<p><b>Concepts:</b>            How do festivals and worship show what matters to a Muslim?            IBADAH Islam            In this unit, pupils build on work in KS1 on how many Muslims live their lives by identifying some beliefs about God in Islam, expressed in Surah 1. They will also make clear links between beliefs about God and ibadah (worship) and how this links to prayer, fasting, celebrating and the intention to live out the five pillars of Islam.            Units 3, 15 and 17 where pupils are introduced to and explore Muslim beliefs about Ibadah Unit 32 develops understanding of Islamic beliefs of Ibadah and Tawhid in action.</p>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Prophet • Muhammad • Allah • Fasting • Tawhid • •</li> <li>• • Quran • Salah • Ramadan • Sawm • Eid</li> </ul>
<p><b>Prior Knowledge:</b> (What specifically have pupils learned that is relevant to this unit that they are building upon?)            Year 2 Who is a <b>Muslim</b> and how do they live? (part 1 and 2)</p>	<p><b>Future Knowledge:</b> (What specifically will pupils learn in the future that is relevant to this unit?)            Year 5 What does it mean to be a Muslim in Britain today?</p>	

**End points /by the end of this unit pupils will..** (NB Crucial/sticky knowledge is highlighted):

To know that try to submit to Allah by trusting Allah with everything that they have.

To know what the first chapter of the Qur'an teaches about God.

To understand the significance of prayer to Muslims.

Know that the mosque is a special place for Muslims to come together as a community.

Learning Objective	Teaching Input/ Activities	Key Questions	Resources
<p>1</p> <p>To know that try to submit to Allah by trusting Allah with everything that they have.</p>	<p><b>Enquiry: How do festivals and family life show what matters to a Muslim?</b></p> <p>STEP 1: Share the big question for the unit with pupils; and ask what they already know about this topic and what they want to find out. Show pupils a picture of a mosque, a Qur'an and some key artefacts linked with Islam; check if pupils can remember what these are and what they know about them from previous units.</p> <p>STEP 2: Share the words Islam, Muslims and Salaam with pupils.</p> <p>Ask: What do you notice about these words? Identify that all words include 'slm', explain that 'slm' is the root of all 3 of the Arabic word's pupils have looked at, and that it means 'peace'.</p> <p>Tell pupils that when Muslims greet each other, they often use the greeting Assalaam alaikum which means peace be with you. Ask pupils what they think this might show about the worldview of Islam. Encourage pupils to have a go at saying these words and greeting each other.</p> <p>STEP 3: Share the word 'submission' with pupils and discuss its meaning. Explain that Muslims try to submit to Allah by trusting Allah with everything that they have. Do pupils think that this would be an easy or a tricky thing for a Muslim to do? Why? Ask for a volunteer to come to the front of the class, tell them that they cannot look back at you but that they need to fall backwards, and you will catch them. Discuss how much the volunteer needs to trust you. Ask: How does it feel to put your total trust in someone? How do you think it would feel</p>	<p>What is Hindu Dharma? The duties that a Hindu should follow in their life.</p>	

	<p>for a Muslim to put their total trust in Allah? Send pupils to the tables and encourage them to come up with a list of situations in which a Muslim might need to trust Allah. Bring the class back together and ask them: Would it be easier to trust in some situations than others? Why? STEP 4: Show pupils a diagram of the five pillars of Islam. What can they remember about them from when they were in Year2? Show pupils the My Life, My Religion – What is Islam clip - BBC My Life, My Religion – What is Islam clip- currently on this link <a href="https://youtu.be/c5c9-1zxPeA">https://youtu.be/c5c9-1zxPeA</a> Ask: If a Muslim’s intention is to live out the five pillars of Islam, what might they need to trust Allah with?</p>		
<p>2</p> <p>To know what the first chapter of the Qur’an teaches about God.</p>	<p><b>Enquiry: What does the opening chapter of the Qur’an teach Muslims about God?</b> STEP 1: Recap the last lesson with pupils by using the sticky knowledge quiz slides. Remind pupils of the meanings of the words ‘submission’ and ‘peace’. STEP 2: Show pupils a diagram of the five pillars of Islam. Ask pupils to talk through each of the pillars and explain what they mean. Remind pupils that for many Muslims an important part of the five pillars is the intention to try to live them out. Show pupils a picture or a copy of the Qur’an. Ask pupils to explain what they know about it. Encourage pupils to share their knowledge from previous units and then explain that today we are going to be finding out about what the first chapter teaches Muslims about Allah (God). Remind pupils that Muslims believe that the words in the Qur’an were first given to the Prophet Muhammad at Mount Hira. Watch a film clip about the Qur’an - My Life, My Religion clip might be helpful here: <a href="https://youtu.be/nw6mibx-cec">https://youtu.be/nw6mibx-cec</a>.</p> <p>Ask pupils what they think they will find inside the first chapter. STEP 3: Share the first chapter of the Qur’an with pupils</p>		<p>Qur’an resource sheet</p> <p>Text investigation sheet</p>

	<p>(resources in lesson 2 folder) and discuss what it tells pupils about Allah. Unpick key vocabulary so that pupils have a full understanding of the text. Give pupils the text investigation sheet and encourage them to work through it, researching what the text means. STEP 4: Share the word 'Tawhid' with pupils. Explain that Tawhid means the 'oneness of God'. Explain that for Muslims this means that there is one God with no equals, the foundation and beginning of all things. Ask: How does the text that we have just looked at show this?</p>		
<p>3</p> <p>To understand the significance of prayer to Muslims.</p>	<p><b>Enquiry: Why does prayer matter to Muslims?</b>  STEP 1: Recap the previous lessons with pupils using the sticky knowledge quiz slides. Remind them of the meanings of the new vocabulary that they have encountered so far (submission, Tawhid and peace). Ask: How do these words link to Muslim worldviews?  STEP 2: Ask pupils what they can remember about Muslim prayer. Encourage them to go to their tables and write down as much as they can remember (e.g on mini whiteboards). Bring the class back together and discuss what they have recorded, being sure to unpick any misconceptions as you go. Remind pupils that prayer in Islam is called Salah. Talk through how many Muslims try to pray five times a day and that they pray facing the Holy city of Makkah. STEP 3: Have a selection of prayer mats to share with pupils, ask them to explain how the prayer mats are the same and how are they different. Remind pupils that Muslims wash before prayer by performing a ritual called wudu. Show pupils a film that focuses on wudu - My Life, My Religion video that shares Wudu: <a href="https://youtu.be/iV_nZJMLhmo">https://youtu.be/iV_nZJMLhmo</a>. Explain that in the mosque, men and woman usually pray in different areas so that they do not distract each other. Ask pupils if they think that praying in a Mosque might feel different to praying at home or somewhere else. Can they give reasons for their answers? Explain that when Muslims pray in a mosque, they pray shoulder to</p>		<p>Payer mats</p> <p>Worksheet to draw positions of prayer.</p>

	<p>shoulder facing Makkah together. STEP 4: Watch a clip focusing on prayer in Islam with pupils - My Life, My Religion clip on prayer <a href="https://youtu.be/q_WEa9IobmI">https://youtu.be/q_WEa9IobmI</a> and discuss the different movements made by Muslims whilst praying. Discuss with pupils the reasons for this. Encourage pupils to draw the different positions that are used for prayer and note next to them what is happening. STEP 5: Discuss how prayer is said in the mosque and why it is important for believers.</p>		
<p>4</p> <p>Know that the mosque is a special place for Muslims to come together as a community.</p>	<p><b>Enquiry: Why is the mosque a special place for Muslims?</b></p> <p>1: STEP 1: Recap previous lessons using the sticky knowledge quiz slides. Discuss why prayer is important for Muslims and how this might differ at home and in the mosque. Explain that this time, we are going to be focusing on why the mosque is a special place for Muslims. STEP 2: Start by showing pupils a range of images of mosques from around the world. Ensure that some of the images look traditional, whilst some do not (remember to include some that are converted buildings). Ask: What do you notice about these mosques? Can you describe any of the key features? Ask children to think of a question they would like to find out about mosques. STEP 3: Take a tour of the Mosque using the Holy Cribs new Mosque tour <a href="https://youtu.be/Ca4X9EpmaOE">https://youtu.be/Ca4X9EpmaOE</a> Ask: What did you notice about the mosque? What did you learn? Are you able to answer your research question from the start of the lesson? Show pupils the cross section of the mosque Check whether they can remember any of the key features. As pupils remember these, write them on post it notes and label the diagram. STEP 4: Explain that the mosque (masjid in Arabic) is a place where the local Muslim community come together to pray, worship, learn about Allah, learn Arabic and just be together. Ask: Why do you think the Mosque is important for the Muslim community? Why might the Mosque be important to Muslims during festival time? STEP 5: Tell pupils that their task today is to design a new mosque for a community somewhere in the</p>		<p>Cross section of a mosque worksheet</p>

	<p>country (you can make this relevant to your locality) that does not have one. Tell pupils they will need to consider where to put the key features and what the local Muslim community will need. Allow pupils time for designing. STEP 6: Bring the class back together and talk about the designs that pupils have created. Which ones do they think would be suitable for the project and why?</p>		
<p>5</p> <p>To know that the pillar of Sawm means fasting during the holy month of Ramadan.</p> <p>To know that try to submit to Allah by trusting Allah with everything that they have.</p>	<p><b>Enquiry: Why do Muslims celebrate at the end of Ramadan?</b></p> <p>STEP 1: Recap the last lesson and prior learning within the topic by using the sticky knowledge quiz slides. Show pupils a diagram or picture of the five pillars of Islam and ask them to explain what each of these represent. Discuss the importance of prayer and make links to what the pupils learnt last time. STEP 2: Introduce the pillar of Sawm and explain that this means fasting during the holy month of Ramadan. Explain that for a whole month, Muslims do not eat or drink during the hours of daylight so that they can focus on Allah and not get distracted. Ask pupils why they think not eating or drinking might help a Muslim to focus more on Allah. Show pupils a high-quality clip about Ramadan - My Life, My Religion Ramadan clip might be suitable here: <a href="https://youtu.be/qFU9Cb0D6lo">https://youtu.be/qFU9Cb0D6lo</a>.</p> <p>Ask pupils why they think Muslims celebrate with Eid at the end of Ramadan. Explain that for Muslims it is a celebration of making it through the month of fasting and that Allah has supported them with this. Remind pupils that Ramadan is not just about not eating or drinking but also about thinking about people who are too poor to afford food and what this must be like, praying more, reading the Qur'an more and giving up bad habits. STEP 3: Ask pupils to talk to their partner about the following questions: Why do you think that fasting might help a Muslim to feel closer to Allah? How might fasting help Muslims to understand other people? How might a Muslim family celebrate the end of Ramadan? Encourage pupils to share their discussions within a whole class</p>		<p>Pictures of Eid party invites.</p>

	<p>group. STEP 4: Share a high-quality fiction book (like Golden Domes and Silver Lanterns by Hena Khan - <a href="https://www.youtube.com/watch?v=Hb5x3PsMBO4">https://www.youtube.com/watch?v=Hb5x3PsMBO4</a>) that touches upon Eid and Ramadan with pupils. Focus on the celebration of Eid and encourage pupils to create a list of anything they know about this festival or have found out from the book. Bring the class back together and show pupils some Eid party invites. Encourage pupils to design their own Eid party invites which include information about the celebration and some of the things that will be happening at the party.</p>		
6	<p><b>Assessment worksheet.</b>  STEP 1: Use the sticky knowledge quiz slides to recap the key knowledge for the unit with pupils. Look back over their learning within each session and discuss any misconceptions that may have occurred. Encourage pupils to fill in the assessment sheets for this unit. STEP 2: Invite a believer into class to answer some of the pupil's questions (including, but not limited to topics brought up in lesson 1 STEP 1 that need further exploration and good questions written in lesson 4 STEP 2 which remain unanswered) and to talk about the celebration of Eid at home and in the Mosque.</p>		