



Medium Term Unit Planning

Topic Name: - R.E (Who is a Muslim and how do they live?)

Learning outcome:

The children will recognise the words of Shahada and that it is very important to Muslims. They will 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. They will be able to give examples of how stories about the Prophet show what Muslims believe about Muhammad. The children will give examples of how Muslims use the Shahadah to show what matters to them. They will give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan). They will be able to give examples of how Muslims put their beliefs about prayer into action. The children will be encouraged to think, talk about and ask questions about Muslim beliefs and ways of living. There will be lots of talking about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas. Finally, they will give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.

Hook:

BBC Bytesize videos about the life of a Muslim child.

Topic Showcase:

Assembly to Year 1

Oracy:

Numerous opportunities during lessons.
Presentation at the end of topic to younger children.

Key Vocabulary:

Muslim, Prophet, Muhammad, Ramadan, Allah, Qur'an, Shahadah, prayer, messenger & Five Pillars.

Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.):

Qur'an



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Citizenship/Community Opportunities:

Opportunities to speak to Year 6 children about their visit to a Mosque.

Experiences/Visits/Visitors

Opportunities to speak to Year 6 children about their visit to a Mosque

Main Subjects covered: RE

RE threshold concepts:

Understand beliefs and teachings

This concept involves understanding the key teachings of various religions.

Understand practices and lifestyles

This concept involves understanding the day to day lives and practices of various religions.

Understand how beliefs are conveyed

This concept involves understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.

Reflect

This concept involves an appreciation of how religion plays an important role in the lives of some people.

Understand values

This concept involves an appreciation of how many people place values as an important aspect of their lives.

Notes:



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Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
<p>1. Who is Allah and what do Muslims believe?</p>	<p>Understand beliefs and teachings This concept involves understanding the key teachings of various religions</p> <p>Understand practices and lifestyles This concept involves understanding the day to day lives and practices of various religions.</p>	<p>I can recognise, name and describe some religious artefacts, places and practices.</p>	<p>Introduce the idea that Muslims believe in Allah as the one true God ('Allah' is the word for 'God' in Arabic, not a name. In Islam, the central belief that there is only one God is referred to as 'Tawhid'). Iman means belief, and it is expressed in the words of the Shahadah ('There is no God but God; Muhammad is the messenger of God'). Find out about the Shahadah, and how this is the most important belief for Muslims. It is part of Muslims' daily prayers, and also part of the Call to Prayer; its words are incorporated into the adhan, seen as the best first words for a baby to hear, whispered into their ear soon after birth. Talk about why it is used these ways, and how it shows what is most important to Muslims. To be a Muslim is to submit willingly to God – to allow Allah to guide them through life</p>
<p>2. I know what the Qur'an is and explain some</p>	<p>Understand beliefs and teachings This concept involves understanding the key teachings of various religions.</p>	<p>I can describe some of the teachings of a religion.</p>	<p>Muslims believe it is impossible to capture fully what God is like, but they use 99 Names for Allah to help them understand Allah better.</p>



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<p>characteristics of Allah.</p>	<p>Understand values This concept involves an appreciation of how many people place values as an important aspect of their lives.</p>		<p>Explore some of the names and what they mean; look at some of them written in beautiful calligraphy. Ask the pupils to choose one of the names, think about what the name means and how this quality might be seen in their life or the lives of others. Respond to the sentence starters: One beautiful name found in the Qur'an for Allah is... If I was... I would... If other people were... they would... Ask the pupils to create some calligraphy around a 'beautiful name' of Allah; ask them to explain why this characteristic of God might be important to a Muslim.</p>
<p>3. I can retell some stories about Muhammad</p>	<p>Understand how beliefs are conveyed This concept involves understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.</p>	<p>I can name some religious symbols and people.</p>	<p>Remind children that the Shahadah says Muhammad is God's messenger (many Muslims say 'Peace be upon him' after his name – or write PBUH). Examine the idea that stories of the Prophet are very important in Islam. They say a lot about what the Prophet Muhammad 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. Give</p>



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			<p>examples of some stories of the Prophet Muhammad e.g. The Prophet cared for all Allah's creation (the story of the tiny ants); Muhammad forbade cruelty to any animal, and cared for animals himself to show others how to do it (the camel); he was considered very wise (Prophet Muhammad and the black stone); 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. Talk about how these stories might inspire people today.</p>
<p>4. I can explain what the Shahada is and explain the 'Night of Power'.</p>	<p>Understand beliefs and teachings This concept involves understanding the key teachings of various religions. Understand practices and lifestyles This concept involves understanding the day to day lives and practices of various religions. Understand how beliefs are conveyed This concept involves understanding how books, scriptures, readings and other important means of</p>	<p>I can explain the meaning of some religious symbols.</p>	<p>Revisit the Shahadah – it says Muhammad is God's messenger. Now find out about the message given to Muhammad by exploring the story of the first revelation he received of the Holy Qur'an on the 'Night of Power'. Find out about how, where, when and why Muslims read the Qur'an, and work out why Muslims treat it as they do (wrapped up, put on a stand, etc.).</p>



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	communication are used to convey beliefs.		
5. I can discuss the Five Pillars and how Muslims live their life.	<p>Understand beliefs and teachings This concept involves understanding the key teachings of various religions.</p> <p>Understand practices and lifestyles This concept involves understanding the day to day lives and practices of various religions.</p>	I can describe some of the main festivals or celebrations of a religion.	Introduce the idea of the Five Pillars as examples of 'ibadah', or 'worship'. Reciting the Shahadah is one Pillar. Another is prayer, 'salah'. Look at how Muslims try to pray regularly (five times a day). Find out what they do and say, and why this is so important to Muslims. What difference does it make to how they live every day?
6. I can give an overview of a Muslim's life and how the way they live could impact our own life.	<p>Understand values This concept involves an appreciation of how many people place values as an important aspect of their lives.</p>	<p>I can identify how they have to make their own choices in life.</p> <p>I can explain how actions affect others.</p>	Reflect on what lessons there might be from how Muslims live: how do they set a good example to others? Consider whether prayer, respect, celebration and self-control are valuable practices and virtues for all people to develop, not only Muslims.