



Medium Term Unit Planning

Topic Name: RE : How do festivals and worship show what matters to a Muslim?	
Learning outcome: Children will be able to state some key Muslim beliefs and say how and where they pray. They will make connections between Muslim festivals / worship and self-control / harmony, including how people who are not Muslims can also hold these as an important part of their lives.	
Hook: Look at the Muslim artefacts and discuss their previous knowledge and understanding.	Topic Showcase (e.g., display, museum, performance, presentation)
Oracy: Class discussions, children to 'stand and deliver' if comfortable doing this.	Key Vocabulary: Islam, Muslim, Five Pillars, Ramadan, Eid-ul-Fitr, fasting, salah, Qur'an, mosque, harmony.
Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.): Relevant passages from the Qur'an.	
Citizenship/Community Opportunities: <i>Children will be able to show an understanding of those people in the community who follow Islam.</i>	
Experiences/Visits/Visitors N/A	
Main Subjects covered: RE - Islam	



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Subject 1: RE

Threshold concepts

A. make sense of a range of religious and nonreligious beliefs

B. understand the impact and significance of religious and nonreligious beliefs

C. make connections between religious and non-religious beliefs, concepts, practices and ideas studied

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. Peace and harmony. Children will learn about how Muslims view God and be reminded of Ramadan, Eid-ul-Fitr and the importance of prayer.</p>	<p>Understand beliefs and teachings: This concept involves understanding the key teachings 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.</p>	<p>Make sense of belief: • Identify some beliefs about God in Islam, expressed in Surah 1</p>	<p>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. 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. • 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>
<p>2. Prayer. Children will learn about the importance of prayer and how this is carried out</p>	<p>Understand practices and lifestyles: This concept involves understanding the day to day lives and practices of various religions. Reflect:</p>	<p>• Make clear links between beliefs about God and ibadah (e.g., how God is worth worshiping; how Muslims submit to God)</p>	<p>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</p>



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<p>both at home and in the place of worship.</p>	<p>This concept involves an appreciation of how religion plays an important role in the lives of some people.</p>	<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>God revealed in Qur'an Surah 1 is worth worshiping, 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. How does prayer show what matters to a Muslim?</p> <ul style="list-style-type: none"> • The mosque/masjid is important within the Muslim communities. Explore how it is a place of prayer, teaching and community support
<p>3. Ramadan. Children will learn about the importance of fasting to Muslims and how this impacts the household and the need for self control.</p>	<p>Understand practices and lifestyles: This concept involves understanding the day to day lives and practices of various religions. Reflect: This concept involves an appreciation of how religion plays an</p>	<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 	<ul style="list-style-type: none"> • 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: • Explore how Muslims show self-control by fasting during Ramadan



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	<p>important role in the lives of some people.</p>	<ul style="list-style-type: none"> • 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 good reasons for their ideas. 	<p>and why this is important. What are the benefits for Muslims of fasting, and what can they learn from this experience?</p> <ul style="list-style-type: none"> • 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>4. Reflection. Children will relate what they have learnt in this unit to their own lives and think about the benefits of living in harmony.</p>	<p>Reflect: This concept involves an appreciation of how religion plays an important role in the lives of some people.</p>	<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 good reasons for their ideas. 	<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>