

**Year 1 Spring 2 The Islamic Faith**

Week:	Learning Objective:	Lesson content:	Assessment:
<p>Week 1  <b>Q1. Why are these words special?</b> Sacred books.</p>	<p><b>LO : to be aware of what makes the Qur'ān special to Muslims.</b></p>	<p>Pupils (teacher) bring(s) in a special book and discuss why it is special to them.  Pupils to look at and talk about a copy of the Qur'ān and one other holy book, eg Bible  Teacher to describe how the Qu'ran is treated.  Watch a bitesize clip of the Qu'ran being read.  Listen to a story from the Qu'ran.</p>	<p>I understand that the special book for Muslims is the Qu'ran.</p>
<p>Week 2  <b>Q2. Why are some places special?</b>  Local places of worship, objects, artefacts, signs and symbols, sacred sites and pilgrimages.</p>	<p><b>LO: Understand that some places have special significance.</b></p>	<p>Pupils talk about special places they visit with their family outside their immediate home environments, eg a local community building or church.  Pupils discuss why they visit their special places - Draw/paint a special place and answer the questions - What makes a place special? - How do these special places make us feel?</p>	<p>I can tell you what makes a place special.</p>
<p>Week 3  <b>Q3. How can faith contribute to community cohesion?</b>  Beliefs, ethics, family traditions and faith in the community.</p>	<p><b>LO: Identify some simple ways in which members of Muslim families show their respect for each other.</b></p>	<p>Recognise and talk about some key features of Muslim behaviour: - Good manners, greeting and honesty - Respect and kindness to guests; - Babies belong to everyone; Grandparents; brothers and sisters; - Care for the elderly; - Links with other Muslim families; - Prayer and prostration; - Gathering at the Mosque on Fridays.  Pupils make their own family tree and discuss who lives in the same house. Talk about extended Muslim families sharing a home - Talk about what happens at a Mosque, and</p>	<p>I can describe some ways that Muslim families show respect to each other.</p>

		how this shows Muslim belief in action - In groups, children show through role-play; respect, greetings, honesty, being generous.	
<p>Week 4</p> <p><b>Q4. Why are some times special?</b></p> <p>Festivals and families.</p>	<p>LO: <b>Understand simply how 'special days' are celebrated.</b></p>	<p>Show some understanding: - That Ramadān (the fasting month) and Eid-ul-Fitr (celebration at the end of the fast) are special times for Muslims - That all religions celebrate special days.</p> <p>Discuss what celebration means and: - what we celebrate - why we celebrate - how we celebrate.</p> <p>Make and try some special food for an Eid party - Design an Eid card - Notice and talk about a list of some similarities between different celebrations (eg birthday, Eid, New Year).</p> <p>Talk about what is remembered, what is celebrated, and what is learned at Eid-ul-Fitr.</p>	<p>I can describe the Islamic celebration of Ramadan and Eid – ul – Fitr.</p>
<p>Week 5</p> <p><b>Q5. What can be learned from the lives of significant people of faith?</b></p> <p>Role models.</p>	<p>LO: <b>Be aware that Muhammad (pbuh) is a special person for Muslims.</b></p>	<p>Listen to two stories of The Prophet. Muhammad (pbuh) and talk about the things which made people think he was special.</p>	<p>I can say why Muhammad is special to Muslims.</p>
<p>Week 6</p> <p><b>Q6. How do I and others feel about life and the universe around us?</b></p> <p>Ultimate questions.</p>	<p><b>L.O: Identify the role of a Muslim in protecting creation.</b></p>	<p>Discuss what we look after. Discuss how Muslims believe that Allah created everything. Label how a Muslim would look after an animal and a plant outdoors or read the Islamic story of creation.</p>	<p>I can tell you that Muslims believe that Allah created all living creatures.</p>

