

Year 3 Spring 2 The Islamic Faith

Week:	Learning Objective:	Lesson content:	Assessment:
<p>Week 1 Q1. Why are these words special? Sacred books.</p>	<p>LO : Name a copy of the holy Qur’ān from a picture.</p>	<p>Consolidate last year’s learning. Class collects ideas of how we show respect, including showing respect for a sacred book: How is the Qur’ān associated with: - clean hands - a top shelf - learning by heart? - pupils listen to a story from the life of The Prophet Muhammad (peace be upon him - pbuh) that illustrates one teaching of the Holy Qur’ān. Talk about some ways books can be interesting, exciting and make us feel good.</p>	<p>I understand that the Qu’ran is the Holy book for Muslims and I can describe how it should be treated.</p>
<p>Week 2 Q2. Why are some places special? Local places of worship, objects, artefacts, signs and symbols, sacred sites and pilgrimages.</p>	<p>LO: Identify that the Mosque is a special place for Muslims.</p>	<p>Discuss the Mosque as a special place for Muslims - Look at pictures and video of different Mosques, including the Harām Mosque at Mecca. Look at a variety of pictures of Mosques and identify some important features, eg domes, minarets, symbols Talk about some basic rules for visiting a Mosque, eg washing and removing shoes before entry</p>	<p>I understand that the Mosque is a special place for Muslims.</p>
<p>Week 3 Q3. How can faith contribute to community cohesion? Beliefs, ethics, family traditions and faith in the community.</p>	<p>LO: Identify some of the ways in which the members of the Muslim faith express responsibility for community.</p>	<p>Talk about extended Muslim families sharing a home - Talk about what happens at a Mosque, and how this shows Muslim belief in action - In groups, children show through role-play; respect, greetings, honesty, being generous. Care for the elderly in an extended family. Talk about how Muslims live in an extended</p>	<p>I can describe how Muslims look after their local community and express their faith.</p>

		family and thus look after the elderly and the needy.	
<p>Week 4</p> <p>Q4. Why are some times special?</p> <p>Festivals and families.</p>	<p>LO: Recognise weddings as a time of celebration.</p>	<p>Look at pictures/video of a Muslim wedding and discuss the main features, eg special clothes, jewellery, prayers.</p> <p>Make a collage of all the main features that you would find at a Muslim wedding and describe what would happen and why.</p>	<p>I can describe what happens at a Muslim wedding and why.</p>
<p>Week 5</p> <p>Q5. What can be learned from the lives of significant people of faith?</p> <p>Role models.</p>	<p>LO: Be aware that Muhammad (pbuh) is a special person for Muslims.</p>	<p>Recap previous learning about Muhammad (pbuh). Retell a story. Discuss why there are no images of Muhammad. Think about a saying of The Prophet Muhammad (pbuh) eg 'No one is a true believer until you love for your brother what you love for yourself'</p> <p>What does this mean? Why is Muhammad special to the Islamic faith?</p>	<p>I can tell you why Muhammad is special to the Islamic Faith.</p>
<p>Week 6</p> <p>Q6. How do I and others feel about life and the universe around us?</p> <p>Ultimate questions.</p>	<p>L.O: Identify the role of a Muslim in protecting creation.</p>	<p>Look at the protection of Allāh's creatures in Stories of the ways The Prophet Muhammad (pbuh) cared for living things and honoured animals, also the magic of life.</p> <p>Looking after an outdoor/ indoor garden area - Talking about Allāh as creator of all living things - Talking about how we can care for, or harm the natural world – pupils can make lists of actions that will lead to care or harm, and talk about which ones they do, can or could do.</p>	<p>I can list how I can care for or harm the world and understand that a Muslim protects the planet.</p>