

KEY STAGE 1 UNIT Autumn 1a: Good News Concepts: good news; gospel			Medium Term Plan Year 1	
KEY QUESTION	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
What good news stories did Jesus tell?	<p>The children will learn:</p> <p>Some good news stories</p> <p>Why good news is important to Christians.</p> <p>To share their own good news stories</p>	<p><b>By the end of this unit:</b></p> <p><b>Emerging (Some children)</b></p> <p>I can talk about a story Jesus told.</p> <p>I can speak about some ideas in a story Jesus told.</p> <p><b>Expected (All children)</b></p> <p>I can describe details from a story Jesus told.</p> <p>I can talk about what is important to me and relate it to a parable Jesus told.</p> <p>I can identify good news in a parable and say why it is important to Christians.</p> <p><b>Exceeding (Few children)</b></p> <p>I can describe how a parable story is important to Christians.</p> <p>I can suggest some questions about a parable that people might ask and compare them with my own answers.</p>	<p><b>Lesson 1</b></p> <p>Ask: What is news? Flash up simple headlines from the newspapers to sort into good &amp; bad news. Link to children's own experiences of good news eg sharing photos, stories, souvenirs. Ask: Can you think of any good news stories you have heard before? Discuss stories they as a class might have heard before including Bible stories. Children work in groups to produce collages of their own good news.</p> <p><b>Lesson 2</b></p> <p>Ask: What can you remember about what you have learnt so far about Jesus? Empty chair or teacher in role of Jesus. If Jesus was sitting here now what do you think he would like to say to us that was good news? How do you know? Create newspaper headlines about what you think Jesus might say that was good news.</p> <p><b>Lesson 3</b></p> <p>Ask: Can you think of any good news stories you might have heard from the Bible (eg Christmas). Introduce parables as a way that Jesus shared his teaching. Tell the story of the 'Parable of the Two House Builders' Matthew 7:24-27. Chester Diocesan 'Parables' book could be used as a resource.</p> <p><b>Lesson 4</b></p> <p>Further familiarise the class with the story as needed. Ask: How did this story Jesus told teach people to live as Christians? Link to school Christian values. Paint ideas of things on stones Jesus might have been asking people to think about. Build up a 'house' of stones built on Christian values.</p> <p><b>Assessment</b></p> <p>Role play in pairs a good news story they know from the Bible. The rest of the class identify which parts are good news each role play is shown.</p>	<p>good news</p> <p>parable</p> <p><b>Resources</b></p> <p>newspaper headlines</p> <p>collage materials</p> <p>'Where to start with a Bible Story: Parables' Chester Diocese 2011, Page 16-17.</p>

KEY STAGE 1 UNIT Autumn 2b: Incarnation		Concept: Incarnation; good news; salvation		Medium Term Plan Year 1
KEY QUESTION	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
<p><b>What can be learnt about Jesus from the nativity story?</b></p>	<p><b>The children will learn:</b></p> <p>Some facts about Jesus from the Christmas story,</p> <p>(eg where he was born; his birth was good news; he is called saviour; the angels appeared to Mary and then the shepherds who were at first afraid).</p>	<p><b>By the end of this unit:</b></p> <p><i>Emerging (Some children)</i> I can retell most of the Christmas story. I can suggest one thing that can be learnt about Jesus from the Christmas story.</p> <p><i>Expected (All children)</i> I can retell almost all the parts of the Christmas story studied. I can describe several things that can be learnt about Jesus making reference to the parts of the story studied.</p> <p><i>Exceeding (Few children)</i> I can place the events studied in context of the entire Christmas story. I can describe what can be learnt about Jesus from the parts of the story studied and make links to ideas from the rest of the story.</p>	<p><b>Lesson 1</b> Recall with the class the story of the first Christmas. Ask: What can you remember about the important story of the first Christmas? Ask: Can anyone tell us the story? Ask for volunteers. Ask the class to order pictures/cards of the Christmas story. Explain as a class you will be looking at three parts of the big story in more detail and acting as story detectives looking for what can be learnt about Jesus. Display a large Jesus on a wall and explain you will be putting and collecting ideas about Jesus on to it during the next few lessons.</p> <p><b>An Angel visits Mary Luke 12:26-38</b> Display a simple version of the story on the class whiteboard. <a href="http://www.whychristmas.com/story/the_christmas_story.shtml">http://www.whychristmas.com/story/the_christmas_story.shtml</a> Tell the story of the angel appearing to Mary interactively using puppets and props from Luke's gospel. Ask: What was said about Jesus in this part of the story? eg Mary was his mother; he would be called the Son of God. Show a cartoon of this part of the story reading out the text as each slide appears. See <a href="http://www.whychristmas.com/christmasstory/">http://www.whychristmas.com/christmasstory/</a> Every time they hear information about Jesus ask the class to should wave at you or make some kind of signal. Stop at the slide at the point when Mary agrees to let it happen as God directs. Ask the question again: What was said about Jesus in this part of the story? Record ideas together on the wall display.</p>	<p>magi Son of God Christ good news shepherd angel</p> <p><b>Resources</b></p> <p>suitable pictures telling the Christmas story or Christmas cards. large cut out figure of Jesus puppets/props/toy people video links of each story</p> <p>Bible Text: Luke 12:26-38 Luke 2:8-20 Matthew 2:1-16a child's version of the Christmas story</p>

			<p><b>Lesson 2</b>  <b>Angels visit the Shepherds Luke 2: 8-20</b>  Display a picture of a dark starry night on the whiteboard as children come in. Ask: Have you ever been really afraid of something? Have you ever heard any really good news? Discuss. Have you ever been outside on a dark starry night in the countryside? Discuss what it was like. Explain you are going to look at part of the Christmas story that had people in it who were afraid, outside on the hills on a dark starry night but who had some good news.  Go into the school hall or a large space. Ask the children to sit comfortably on the floor and close their eyes. Tell the story imaginatively as a guided visualisation from Luke 2 asking the children to imagine they were on the hills with the sheep, (if possible have some toy sheep as props). Then act out what the shepherds were doing on the hills and their reaction when the angels appeared. Let half the class act as the shepherds and half as the angels. If possible play a song about the angels visiting the shepherds to reinforce the ideas or retell the story from the Lion Storyteller Bible.  Ask: What can we learn about Jesus from this story? Draw out: his coming was good news; he would bring joy to everyone; he would be called a saviour (rescuer); he would also be called Christ the Lord (anointed by God for a special task). Display on the wall each of the new ideas learnt about Jesus. Ask: How would you explain the new information to someone who had not heard it before. Think, Pair, Share. Ask the pairs to design a newspaper page with headline and picture showing something this event showed about Jesus.</p>	<p>starry night image  school hall  toy sheep</p> <p>Lion Storyteller Bible</p> <p>guided visualisation of the story</p> <p>small card with collected information</p> <p>newspaper headline template</p>
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			<p><b>Lesson 3</b>  <b>Herod and the Magi Matthew 2:1-16a</b>  <b>NB This story will be explored in more depth in Year 2 so only a light touch is needed here.</b></p> <p>Have a selection of boxes wrapped in Christmas paper. Ask: What was the most precious gift you have ever had? If possible, provide some gold (eg wedding ring) some incense and some perfumed lotion to represent myrrh. Use the senses to explore how these items are used today eg touch, smell. Display a suitable image of the visit of the magi to the stable on the whiteboard and read the story from the Bible or watch a video at:  <a href="http://www.topmarks.co.uk/christmas/NativityStory.aspx">http://www.topmarks.co.uk/christmas/NativityStory.aspx</a>  And/or watch selected scenes (start at 14:11 to 25:00) from <a href="https://www.youtube.com/watch?v=y1yzpevCwNc">https://www.youtube.com/watch?v=y1yzpevCwNc</a>  Explore the story.  Ask: Why did the wise men want to find Jesus? What did King Herod think of their visit to him? Why didn't the wise men go back to visit King Herod? The wise men brought 3 gifts of gold frankincense and myrrh. Ask: Why might they have brought these specific gifts? (These will be explored in more detail in Year 2) What questions would you ask the wise men about Jesus if you had been there? Discuss.  Give small groups a copy of the story in words and simple pictures.  <a href="http://www.topmarks.co.uk/Christmas/NativityStory.aspx">http://www.topmarks.co.uk/Christmas/NativityStory.aspx</a>  Ask: What new information did we find out about Jesus from this part of the Christmas story? Ask the groups to underline the new ideas. Feedback. Draw out that Jesus:</p> <ul style="list-style-type: none"> <li>• was born in Bethlehem;</li> <li>• was to be called king of the Jews;</li> <li>• was recognised as important by the wise men;</li> <li>• was not liked by Herod.</li> </ul>	<p>video</p> <p>age appropriate version of Christmas story</p> <p>small pieces of card with facts collected about Jesus written on</p>
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			<p>Display the new information on the large figure of Jesus on the wall. Read out all the different parts of the information collected. Distribute amongst the children the information collected on small pieces of card. Ask the children to think of any questions they might have about the information. Ask: Can you think of a question starting with: What? Where? When? How? Who? Why? Explain that sometimes we have puzzling or difficult questions we don't always know or can definitely find out the answer to. Give an example: How did the magi know where to go to find Jesus?</p> <p><b>Assessment</b> Remind the class of the 3 parts of the Christmas story they have looked at in the previous lessons. Give each child a small cut out figure of Jesus with some of the information collected previously written on the figure. Ask the class to write next to the figure the three parts of the story looked at and to match up the different parts of the Christmas story they studied to the information given. Match the amount of written content to ability.</p>	a cut out figure of Jesus
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KEY STAGE 1 UNIT Autumn 2a: Christian Community Concepts: The Bible as a holy book, Christian community Medium Term Plan Year 1				
KEY QUESTIONS	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
<p><b>How do Christians worship God in church?</b></p> <p><b>Why is the Bible important?</b></p>	<p><b>The children will learn:</b></p> <p>How Christians worship God in church.</p> <p>Christians believe that the Bible contains the story of God’s people and God speaking to them.</p> <p>That Christians believe the Bible is a holy book.</p> <p>Why the Bible is an important book.</p>	<p><b>By the end of this unit:</b></p> <p><i>Emerging (Some children)</i></p> <p>I can recall a Christian story from the Bible</p> <p>I can talk about what is important to Christians about the Bible.</p> <p><i>Expected (All children)</i></p> <p>I can identify what happens in a church each week.</p> <p>I can identify some things people believe about the Bible</p> <p>I can talk about what is important to Christians about the Bible.</p> <p><i>Exceeding (Few children)</i></p> <p>I can describe what people can learn from</p>	<p><b>Lesson 1</b></p> <p>Recall work completed on the church in FS. Ask: Where is our local church? What is it called? Who goes there? What happens in the church building? What happens on a Sunday? Show the class a selection of different pictures of church buildings and help them to identify them all as churches. Explain Christians worship God there. Ask: I wonder what happens in each of these churches every Sunday? Ask the children to draw a picture of one thing they think happens in a church building on a Sunday? Give groups a set of images to identify showing people: singing; praying, listen to the Bible being read; vicar speaking. Reinforce the vocabulary: vicar; Bible; cross; church. Explain all these things happen every week.</p> <p><b>Lesson 2</b></p> <p>Tell the story of Mary Jones and her search for a bible. (<a href="http://www.biblesociety.org.uk/about-bible-society/what-we-do/our-work/mary-jones/">http://www.biblesociety.org.uk/about-bible-society/what-we-do/our-work/mary-jones/</a>)</p> <p>Ask: Why do you think Mary tried so hard to get a Bible? Why did Mary think about her Bible the way she did? Teacher introduces the word ‘holy’. The class decide what the word could mean. Suggested definitions of the word are written down and ideas are voted on, the teacher can add in one or two definitions of their own. The class decides on the best meaning and why they chose that particular idea. Think, Pair Share. Ask: What makes something holy? (Important). Ask: How might the Bible be holy? Add ideas to display.</p> <p><b>Lesson 3</b></p>	<p>Old Testament</p> <p>New Testament</p> <p>Good news</p> <p>Gospel</p> <p>Bible</p> <p><b>Resources</b></p> <p>pictures of different churches</p> <p>variety of different types of books from different genre</p> <p>selection of Bibles, eg old, new, leather bound, child’s, Street Bible.</p> <p>Good News Bible</p> <p>story of Mary Jones and her Bible eg ‘Mary Jones and her Bible Quest’ by Sian Lewis 2011 or see Bible Society website</p> <p><a href="http://www.reonline.org.uk">www.reonline.org.uk</a></p>

		<p>a story in the Bible and say why.</p> <p>I can talk about some people's beliefs about the Bible with respect for their feelings</p>	<p>Take in your favourite book and explain why it is important to you, eg contents, cover, age.</p> <p>Children bring in their favourite books. Discussion around their books. Ask: What is the book like? Why do you like it? Why might it be important to you? What type of book is it? How do you treat/care for your book? Discuss.</p> <p>Show a selection of different types of book: poetry; recipes, car manual, map, history, romance, reference book, drama; a book of letters; guidebook; adventure story; a songbook. A Bible is included in the set. Ask: What is the difference between all these books and the Bible? How are the books different from each other? The class discuss the similarities and differences together, label and group the different types of genre. The Bible should end up in a set of its own. Start class display.</p> <p><b>Lesson 4</b></p> <p>Ask: Why is the Bible important to Christians? Discuss. Plan interview questions for Christians about the Bible. Invite different Christians in to show their Bibles and to explain why they are holy to them. Find out: How do they treat the Bibles? How do they use them? What makes them important/good news? What is their favourite story/passage? Add ideas to class display. Do the children know any stories from the Bible?</p> <p><b>Lesson 5</b></p> <p>Stack 66 books of different types together in a pile and ask where all these books might be found, eg in a library. The teacher explains to the class that the Bible is 66 books all in one big book. Show a selection of different Bibles and look at the things the Bibles have that are the same? ie title, same</p>	
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			<p>headings on some pages,66 books. Ask: Can you write a sentence about which Bible you like best and why?  Find stories mentioned last lesson in the Bible.  Introduce other aspects of the Bible using video  (<a href="http://www.request.org.uk/infants/bible/bible01.php">http://www.request.org.uk/infants/bible/bible01.php</a>)  OR resources from REonline website for infants.  (<a href="http://www.reonline.org.uk/ks1/topiclist.php">http://www.reonline.org.uk/ks1/topiclist.php</a>)</p> <p>Examine the contents page of a Bible and explain how it is a collection of books, written by different authors at different times. The idea that the Bible is a holy book for Christians is introduced. The class suggest why this might be the case. Explain the idea the Bible contains stories about God and God's people before Jesus' time which are found in Old Testament (39 books) and stories about Jesus are found in the New Testament (27 books). Reinforce the idea there are 66 books altogether that make one BIG book. Add ideas to class wall using an image of 66 books in one book with the names of each on. Teacher explains that the Bible is the world's bestselling book, translated into 330 languages.</p> <p><b>Lesson 6</b>  Ask the class to think of any reasons why so many people in so many countries over many years have bought a Bible, eg it has great stories, it contains special messages to help people live their lives, lots of churches and Christians buy more than one, people in hotels, prisons, new babies, schools are given Bibles. Ask the class to think of any other reasons. Design a Bible cover and a page overleaf that contains all facts and ideas learnt about the Bible from all previous lessons.</p> <p><b>Assessment</b>  Ask: How is the Bible a holy text for a Christian?</p>	
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KEY STAGE 1 Spring 2: Concepts: salvation (LINKS with UC F3 & 1:5)		Medium Term Plan Year 1		
KEY QUESTION	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
<p><b>How is the cross an important symbol for Christians?</b></p>	<p><b>The children will learn:</b></p> <p>There are many different crosses.</p> <p>How a cross is important to Christians because of what happened to Jesus in his last week of life.</p> <p>How Christians remember and celebrate on Good Friday &amp; Easter Sunday using palm crosses.</p> <p>Easter is very important in the 'big story' of the Bible.</p>	<p><b>By the end of this unit:</b></p> <p><b>Emerging (Some children)</b></p> <p>I can retell the Easter story explaining why the cross is an important part of the story. I can name 2 different types of crosses.</p> <p><b>Expected (All children)</b></p> <p>I can explain how the cross is an important symbol to Christians because it reminds them Jesus died and rose again. I can suggest reasons why this is important using different crosses.</p> <p><b>Exceeding (Few children)</b></p> <p>I can explain how the cross in the Easter story shows Christians believe there can be a bridge between God and man giving people hope of a new life.</p>	<p><b>Diocesan Content:</b></p> <p>Easter customs: Palm crosses; Good Friday processions</p> <p>Different types and styles of crosses; crucifix; San Salvadorian; plain cross</p> <p><b>NB Making use of some of UC Units - F3, 1:5</b></p> <p><b>Lesson 1</b></p> <p>Show the class a variety of different crosses as above. Talk about the similarities &amp; differences. Ask: Why are some different? Where have they come from? Play odd one out game using 3 crosses. Discuss why one might be the odd one out. See if the class can remember the story of the story of Easter they used to make Easter gardens last year.</p> <p><b>Making Sense of the text.</b></p> <p>Retell the Easter story again. Use an activity called 'Easter labyrinth' to explore and retell the story. UC 1:3: Pg.2 activities 4 &amp; 5</p> <p>Use 'Pass the parcel' activity from <b>UC 1:5 Pg. 2 Use selected appropriate pictures from resources sheet 1-2 in UC 1:5 Pg. 22.</b> <i>Under each layer of the pass the parcel should be a picture or caption from the Easter story (have them in order, so the entry to Jerusalem is on the outermost layer). As each picture/caption is revealed, the pupil who opened it should retell that part of the story, with the other players checking for accuracy. (See Resource Sheet 1.)</i> Ask: Where is a cross mentioned in the story?</p> <p><b>Lesson 2 Palm Sunday</b></p> <p>Use Tom &amp; Tessa activity in <b>UC: F3 Pg.2</b> which includes using a bag of props, (Bible/story book of Palm Sunday, donkey mask, white cloth/robe, cut-out palm leaves, percussion, flags, ribbons, the word 'Hosanna'.</p> <p>Discuss what part of the Easter story these items might be about.</p> <p>Act out the story of Palm Sunday. Sing Hosanna songs and explain meaning of the word. See <b>UC: F3 Pg. 2</b> <i>Look again at palm cross in Tom and Tessa's bag. Compare it with a palm leaf. How has the leaf changed shape? What has it been made into? Can you show me with your body — a leaf shape, and then a</i></p>	<p>Cross</p> <p>Crucifix</p> <p>Good Friday</p> <p>Palm Sunday</p> <p><b>Resources</b></p> <p>UC Unit F:3</p> <p>UC Unit 1:5</p> <p>Resource books UC FS stage</p> <p>Key Stage 1</p> <p>Lower Key Stage 2</p> <p>Bag of props:</p> <p>Bible/story book of Palm Sunday,</p> <p>donkey mask,</p> <p>white cloth/robe,</p> <p>cut-out palm leaves, percussion,</p> <p>flags, ribbons, the word 'Hosanna'.</p> <p>Hot cross buns</p> <p>Palm leaves</p>

			<p><i>cross shape? The palm cross reminds Christians that, although the crowds welcomed Jesus, some people were jealous of him — and, a week later, Jesus was arrested and killed on a cross. Jesus’ dying was sad and terrible. Tom and Tessa believe it is not the end of the story, but the palm crosses remind them of Palm Sunday and Jesus dying.</i></p> <p><b>Lesson 3</b></p> <p><b>Making Sense of the Text</b></p> <p>Use video activity on <b>UC F3:Pg.3</b> to reinforce and retell the story of Palm Sunday. Show the collection of crosses again from the first lesson. Show pupils three crosses: a palm cross, a crucifix and a plain cross (see <i>UC 2a:5 Resource Sheet 1 Pg. 26</i>). Ask pupils which cross links to which aspect of the Easter story. Tell the pupils that one way of sorting these is into palm crosses, Friday crosses and Sunday crosses. Give pupils a selection of crosses to sort. Can they explain why the crosses are sometimes given these names? Discuss which crosses the children like best asking them to explain why. Ask: Why might a Christian like this cross?</p> <p><b>Understanding the Impact</b></p> <p>Bring in or make hot cross buns. Discuss why there is cross on them. <i>Jesus was buried in a cave (tomb) in a garden. Tom says it’s like the cave that Jesus was buried in. Tessa thinks the bun is like the stone door of the cave. What do you think?</i> Look at a picture to see:  <a href="http://www.bibleistrue.com/qna/tomb1.jpg">www.bibleistrue.com/qna/tomb1.jpg</a> (see <b>UC: FS3 Pg.3</b>)</p> <p>Retell the Easter story as the buns are eaten. Create class timeline of story.</p> <p><b>Lesson 4 Understanding the Impact</b></p> <p>Use ‘drama activity’ from <b>UC FS3:Pg.5</b> using a broken Easter garden and a broken cross made from twigs. Make ‘cross’ body shapes as indicated. Tell the story of Tom &amp; Tessa falling out. Discuss why the cross is an important symbol to their mum. Discuss why the cross might be an important symbol for Christians? How many answers can the class think of? Invite Christians into school asking them to bring different crosses to add to the class collection and explain why the cross is important to them. Visit the local church and find other eggs of crosses and see what they are used for. Add ideas to the display.</p>	UC F3
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			<p><b>Making Connections</b> Explore San Salvadorian crosses which are brightly coloured crosses of hope made by refugees showing pictures of everyday life on the cross, things that are important to the people eg sun, land, village, family, home, animals, where they feel God was near to them. The crosses are made by refugees and are a sign of freedom and hope in the belief that their future will be better. Make San Salvadorian crosses. <i>Build bridges outside, in 'forest school' activities, or with construction toys. Why are bridges important? Can a bridge help to rescue or save someone? Christians think Jesus on the cross is a bit like a bridge to get to God. See UC FS3:Pg.6.</i></p> <p><b>Assessment</b> Give the children a cut out cross shape to recall all they can about the crosses they have seen and looked at. Ask them to record why the cross is important to Christians. Or alternatively make crosses from different media and record.</p>	
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## HOW AND WHY ARE ALLAH AND MUHAMMAD (PBUH) IMPORTANT TO MUSLIMS?

### Skills to develop

I can retell a religious story using prompts and know that it is from a sacred text and is special to some people.

I can recognise some religious symbols and words

I can ask questions about me, and who I am, showing awe and wonder. I can ask puzzling questions about Creation and God.

### Learning Check in

**Emerging:** I can tell you that Yasmin is a Muslim. She believes in Allah and follows a religion called Islam. She worships Allah and Muhammad (PBUH) is a special person for her.

**Expected:** I can explain Yasmin’s beliefs about Allah and can tell you about the Night of Power and Muhammad (PBUH). I can tell you some of the 99 names of Allah.

**Exceeding:** I can link Yasmin’s beliefs to those of a Muslim and can explain why Allah is important to all Muslims and how Islam is a world wide community. I understand why Muslims respect and worship Allah.

*This unit and the following one is based on using a persona doll to explore a religious belief with the class. This can be a boy or a girl. You can normally buy one from around £20. Etsy also has some nice homemade examples. My doll is called Yasmin so as I explain the lessons I will be referring to Yasmin. Just change the name as appropriate.*

Week	Key Concepts	Our Enquiry Question	Lesson Content	Resources
1	<b>Muslim</b>  <b>Islam</b>	What is a Muslim?	Introduce your doll to this class by name with the meaning of the name. This is Yasmin; she is a little girl just like you. Her name means Jasmine Flower which is a very beautiful, sweet smelling flower. She lives with her big brother Karim. His names means generous and	Doll

	<p><b>Faith</b></p> <p><b>Belonging</b></p> <p><b>Community</b></p>	<p>friendly. Yasmin loves to play football with Karim as well as with her friends. Would you like to ask Yasmin some questions? (Q and A session for you to develop a back story for Yasmin.) Yasmin is going to help us with our learning for the next few weeks about what she believes. Yasmin and her family, as well as some of her friends belong to a special community. Do you remember talking about belonging and communities earlier in Year 1? Quite a few of you belonged to a few communities. Well Yasmin is a Rainbow, like some of you, but she is also part of a community of Muslims. Her faith is called Islam; people who follow Islam are called Muslims. What questions do you have for Yasmin about her faith? Some of them she will answer now and some I'm going to write down for her to answer in other lessons. (Persona dolls whisper their answers in your ears.) Go through the answers together. Through this circle time you want to cover the following points.</p> <ul style="list-style-type: none"> <li>• The name for God is Allah</li> <li>• The place of worship is called a Mosque</li> <li>• The holy book is called the Qur'an written in Arabic</li> <li>• Muslims pray 5 times a day</li> </ul> <p>Watch this clip <a href="https://www.bbc.co.uk/bitesize/clips/zvd4d2p">https://www.bbc.co.uk/bitesize/clips/zvd4d2p</a> Bitesize. My identity being a Muslim. Listed as a PSHE resource as a series of clips on identity. Good for "No Outsiders" or Global Learning schools. Could be linked to a follow up "No Outsiders" lesson. The clip may lead to discussions about where Yasmin comes from (my back story is that both her and her parents were born in Britain, Grandparents from Pakistan), does she learn Arabic too (her brother goes to lessons but she is also starting to learn and her family teach her some at home), does she pray like that etc.?</p> <p>At the end of the session ask the children to discuss in a small group</p>	
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			what they think is the answer to the question “What is a Muslim?”	
<b>2 &amp; 3</b>	<b>Leadership</b>  <b>Muhammad (PBUH)</b>  <b>Allah</b>  <b>Prophet</b>  <b>Night of Power</b>  <b>Care for all Living Creatures</b>	Who was Muhammad (PBUH)?  What happened to Muhammad on the Night of Power?	<i>Taught over a two hour session if possible to allow time in the forest School.</i> Reintroduce Yasmin and ask the children to introduce her. What can they remember about her last week? Today Yasmin wants us to think about Leaders. Who do you think in Yasmin’s life might lead her? (Mosque leaders, family members, God – start using the term Allah, Teachers, Football Coach.) Who do you think is a leader in your life? What makes a good leader? After a few good suggestions bring in the idea that those ideas (being kind, listening, and having good ideas) can all be linked to inspiring others by setting an example. What religious leaders do you know?  A religious leader important to Yasmin was a man who was a prophet called Muhammad. The word “Prophet” is about him passing on messages from Allah. Muslims follow Allah but they learn a lot about how to be a better Muslim from Muhammad. Muhammad was alive about 1400 years ago and he still inspires people today. He is so special to Muslims that when they say his name they say “Peace be upon him” (PBUH) Yasmin whispers to you to say that Muhammad told lots of stories to teach Muslims how to make the right choices. Ask her what is her favourite story? She explains how Muhammad (PBUH) remembered the words of the Qur’an which were from Allah and passed on to him by an angel, Jibril (prompt a link to the Angel Gabriel.) This happened over a very long time, 23 years. He had to remember the words because he couldn’t read or write but he told them to others who wrote them down for him. This was called “The Night of Power” and Muhammad (PBUH) was in a cave when this happened. All of those special words made this special book called the Qur’an. Yasmin shows her child’s version as well as a full copy. Watch two stories which Muhammad (PBUH) told.	Doll  Qur’an  Child’s Qur’an.  Bug Hotel resources.

			<p><a href="https://www.bbc.co.uk/bitesize/clips/z9tqb82">https://www.bbc.co.uk/bitesize/clips/z9tqb82</a> BBC Bitesize the Prophet and the Ants and the Crying Camel.</p> <p>What do these stories teach Muslims?</p> <p>Discuss ways that we can help to care for all creatures.</p> <p>Make a class bug hotel in the Forest School Area or plan something similar to show how you can care for animals.</p>	
4	<p><b>God</b></p> <p><b>Allah</b></p>	Who is Allah?	<p>Give the children a cut out heart each. Ask them to draw inside it three things which are important to them only one of which can be an object but people, animals feelings, beliefs are all allowed. Show your heart to a partner and explain what you put in it. Swop with another partner. Has anyone found any different ideas? Yasmin has made a heart too. (Draw this out before hand) Her heart only has two things on, her family and the Qur'an. She has left a space for God. Did anyone draw God on their hearts? Why didn't Yasmin draw God? She whispers to you that Muslims don't draw God or Muhammad because they are so special and perfect. She could have written the name God in Arabic but she is still learning how to do that. Explain that you will look it up on the internet for her and put the Arabic on the board. What do the children notice about the writing? Explain Yasmin wants to know about their point of view. Pass Yasmin around the circle and children to tell her what they think God means to them. Bring out their understanding of the concept as well as their individual religious or non-religious world view.</p> <p>Children to complete a piece of art work to show where people can find God. This is to be a place not a picture of God. Explain that they are not to include God because we are respecting Yasmin's view that Allah is too great for pictures.</p>	<p>Doll</p> <p>Cut out hearts</p> <p>Allah in Arabic on the board</p> <p>Art Resources</p>

5	<b>Allah</b>  <b>Worship</b>  <b>Fair</b>	How do Muslims describe Allah?	<p>Do a guided journey about meeting someone they know who is very special to them. Describe the path which they are taking and explain how at the end of the path there will be someone there who is very precious to them. This person can help them, lead them, cares for them, loves them, tells them what is write what is wrong etc. As they get to the end of the path ask them to decide on which person is there. Think about someone who is very precious to you. Why are they precious? Open your eyes. Can you describe that person to a partner without naming who you are describing? Can your partner work out who you are describing? Yasmin would like to describe to you the someone at the end of her path. Children to guess after each clue who she is describing (Allah).</p> <ul style="list-style-type: none"> <li>• He is wise</li> <li>• He has lots of names</li> <li>• He cares</li> <li>• He is fair</li> <li>• He has messengers</li> <li>• He sees and knows everything</li> <li>• He created the world</li> <li>• Yasmin worships him</li> </ul> <p>Children to move around the room looking at these statements on cards and when they find one they tell their partner what it means.</p> <p>Go back to the person they first thought about. Draw or write about what that person means to them. This can then be sent home as a gift.</p>	Doll  Paper for responses
6	<b>99 names of Allah</b>	What are some of the 99 names?	<p>Today Yasmin would like us all to think about words that are special to us. She has written four special words on her wipe- board. Can you write 4 special words on your wipe-board? They can be any word you want. Share their special words in groups. Did anyone have any similar special words written on a few wipe- boards? Now on your wipe-board</p>	Doll  99 name examples around the



			<p>can you write a special word which Yasmin may have written on her wipe-board? I'll give you a clue; Yasmin's four words are all describing Allah. What do you think she may have written? Yasmin has a look at the pupil ideas before turning her own board around. On her board she has written;</p> <ul style="list-style-type: none"> <li>• King</li> <li>• Peace</li> <li>• Forgiving</li> <li>• Kind</li> </ul> <p>Yasmin has brought a bag with her today so she has something to show. Inside it is a set of Muslim Prayer Beads. She explains that these are the 99 names of Allah and the prayer beads are called Subhas. Hand them around.</p> <p>Explain that around the room there are lots of names for Allah hidden away. Can the children find one then return to the circle? (This works well as a Forest School Activity). Have enough words hidden so all the class can find one. If possible include the Arabic word as well. Come back to the circle and select some of the names to explain further. In groups make up a hand sign for each of the words you have picked to look at in more detail. Play a game where they have to remember the sign.</p> <p>Look at some pieces of art which show the 99 names of Allah. Explain to the children that this kind of art is called calligraphy. This style of art takes time and patience and it shows the importance of the words and Allah.</p>	<p>room</p> <p>Art Gallery Examples</p> <p>Prayer Beads</p> <p>Islamic 99 name art for Yasmin's bag if available.</p>
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			<p>Look up</p> <ul style="list-style-type: none"><li>• 99 Names of Allah by Saima Salman</li><li>• 99 Names of Allah by Yasmin Kathrada</li><li>• 99 names of Allah by Graham Short (this is on the top of a gold pin)</li><li>• The cube of the cubes by Ahmed Moustafa</li><li>• 99 most beautiful names by Andrew Kosorok</li></ul> <p>Set up the classroom as a pretend art gallery. Children to visit print offs from the works listed above. As this visit each exhibit they think of an "I Wonder question?" Which was their favourite? Which does Yasmin like? It may be you have an artefact with the 99 names on in calligraphy which Yasmin could introduce as from her home.</p> <p>Discuss with the children why do they think Allah and Muhammad are important to Muslims?</p>	
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## HOW DO MUSLIMS EXPRESS NEW BEGINNINGS?

### RE Skills to develop

I can talk about a practice from a religion.

I can ask 'who', 'what' and 'when' questions when exploring a religion.

I can see how I can work together with others even if we have differences.

I can show respect and empathy.

### Learning Check in

**Emerging:** Can tell you that we have been learning about Yasmin's faith called Islam and that she is a Muslim. Can recall some of the events which she tells you about.

**Expected:** Can tell you that the Qur'an is the sacred text for Muslims and can tell you about how Muslims use special words at the birth of a baby. That for a Muslim, there is one God called Allah and Muhammad (pbuh) was his messenger. Can show empathy with Yasmin and understands why her faith is important to her.

**Exceeding:** Can explain what happens at a wedding and the birth of a baby using correct terms. Is confident with all the new terms introduced.

*This unit and the previous one is based on using a persona doll to explore a religious belief with the class. This can be a boy or a girl. You can normally buy one from around £20. Etsy also has some nice homemade examples. My doll is called Yasmin so as I explain the lessons I will be referring to Yasmin. Just change the name as appropriate.*

Week	Key Concepts	Our Enquiry Question	Lesson Content	Resources
1	<b>Wudu</b>  <b>Qur'an</b>	What is the Holy Book of Islam?	Ask the children prior to the lesson to bring in their favourite book from home or the school library which they will then share with a partner. Interview children about why it is their favourite one? Tell them about	Yasmin  Qur'an (full

	<p><b>Arabic</b></p>		<p>your favourite book as a child. Explain that Yasmin has also bought in her favourite book today. Yasmin tells you that she needs to do somethings before she can show her favourite book. She needs to wash her hands and other parts of her body including her feet, arms, face, head, ears etc. in a particular order. This is called Wudu. Show a clip about Wudu. Yasmin explains that she watches some programs at home which help her to learn about being a Muslim. This clip is Learning with Zaky Wudu (plenty of others are available). Use Yasmin to follow the movements with her hands. Yasmin tells them that she remembers the song to help her to remember what to do.</p> <p><a href="https://www.youtube.com/watch?time_continue=55&amp;v=z4mf98qzeg4&amp;feature=emb_logo">https://www.youtube.com/watch?time_continue=55&amp;v=z4mf98qzeg4&amp;feature=emb_logo</a></p> <p>Yasmin then gets out a stand. Get the children to pass it round to see what it is. Yasmin explains that this is because her book is really special, sacred, that she keeps it in a special place and she doesn't want it to get dirty on the ground. At home she keeps it at the top of her book case. She also explains that the special book is wrapped in fabric when not being read. Children to ask Yasmin why there are so many practices associated with this book. Ask them to try to work it out first. Yasmin explains that this book is special to her because the words in it are words from Allah. Unwrap the Qur'an and place on the stand. Ask the children to observe what it looks like. You may have other copies that you could pass around. What they notice about it. Yasmin tells them about the writing which is in a language called Arabic and that it is also read right to left not left to right.</p> <p>Recap the words which you have covered today and the five fingers. Islam, Muslims, Qur'an, Arabic, Mosque, Wudu.</p>	<p>and child's version if possible)</p> <p>Qur'an stand</p> <p>Wrapped Qur'an</p> <p>Photos of Muslim children reading the Qur'an.</p>
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			<p>Children to write why the Qur'an is a special book for Yasmin.</p> <p>Look at some photos of Muslim children reading the Qur'an. In partners children to think of an "I wonder" question. Listen to a recording of someone reading the Qur'an in Arabic, remind the children to show respect for languages which may be different to your own.</p>	
<b>2</b>	<b>Creation</b>	<p>What do Muslims believe about Creation? How does this compare to the Christian story of Creation?</p>	<p>Do you remember learning about Creation, Big Bang and exploring beauty a few months ago? What can you tell me about it? This week Yasmin is going to help us to learn about how Muslims view Creation. Remember how I explained how there are lots of different views about this and we can have our own views whilst respecting the views of others. What do you appreciate today about the world in which we live?</p> <p>Watch this clip, it may ask you to register but it is free to do so. "Zippy de Zip... Let's go on a trip!"</p> <p><a href="https://www.truetube.co.uk/film/charlie-and-blue-ask-about-allah-and-creation">https://www.truetube.co.uk/film/charlie-and-blue-ask-about-allah-and-creation</a></p> <p>Discuss.....</p> <p>Why do you think you should take care of the world? (Yasmin takes care of the world by growing vegetables in her garden which she shares with neighbours; she also gives money to charity and sponsors a penguin at Chester Zoo.)</p> <p>What have you created recently? (Yasmin has been learning how to make paper flowers at home and she has also made a den in her room.)</p>	<p>Yasmin</p> <p>Choices for tasks</p>

			<p>Can you retell the story of the dog? (Yasmin can help out.)</p> <p>How can you show kindness today? (Yasmin is going to paint a picture to post to her neighbour who is elderly and lives by herself.)</p> <p>Choice of activity.</p> <ul style="list-style-type: none"> <li>• As a class do an act of kindness for the world</li> <li>• Do a fundraising activity to sponsor an animal at Chester Zoo or other charitable act</li> <li>• Create a poster showing what you appreciate in the world</li> <li>• Visit a local allotment to see what is growing there.</li> <li>• Forest school activity recognising leaves and appreciate the world around you.</li> </ul>	
<b>3</b>	<b>Shahadah Muhammad Allah</b>	What is the Shahadah?	<p>Discuss what words are important to you. Pick three words to represent you. Draw a symbol for each of those words on a wipe board. Share them with the class. Yasmin's words are Muslim, Happy, Shahadah. Why do children think she picked those words? Yasmin explains what the Shahadah is. It tells her about what she beliefs. That there is one God called Allah and Muhammad is his messenger. Do children remember who Muhammad was? Watch the clip below.</p> <p><a href="https://www.bbc.co.uk/bitesize/clips/zn6sb9q">https://www.bbc.co.uk/bitesize/clips/zn6sb9q</a> (From BBC Watch, Islam, Shahadah)</p> <p>Yasmin explains that she says these words with her family each time she prays with them.</p> <p>Why do the pupils think these words are so important to Yasmin and her family? Do you have any words which your family all say together?</p> <p>Have a look at some Arabic calligraphy of the Shahadah.</p>	<p>Yasmin</p> <p>Examples of Shahadah calligraphy</p> <p>Peace outline</p>

			<p>Yasmin finishes of by saying that the word “Islam” is also special because it means to obey God and also means Peace. What does Peace mean? Children could decorate the work peace with colours and symbols which they feel represents it as a word which is important for everyone.</p>	
4	<b>Adhaan / Adhan</b>	How is a baby welcomed into a Muslim family?	<p>Explain that there has been a special event in the life of Yasmin’s family this week. She has had a baby brother and wants to tell you about what happened. Explore how this is a time of joy and gratitude. Explain that special words are whispered into the right ear of the baby after he or she has been born. This is normally done by the baby’s dad. Pass a doll around the circle and ask the children to whisper something important into the baby’s ear which they think is the most important thing which the baby should hear first. If these words are important they why not shout them? Yasmin explains that this is a special ceremony called Adhaan / Adhan and these are the special words</p> <p>“God is Great; there is no God but Allah. Muhammad (pbuh) is the messenger of Allah. Come to prayer.”  <a href="https://www.youtube.com/watch?v=IU3ywwtUSel">https://www.youtube.com/watch?v=IU3ywwtUSel</a></p> <p>Why do the children think that <i>these</i> words are spoken?</p> <p>Yasmin then explains that the first thing that the baby tastes should be sweet. Go round the circle with the class naming something which is sweet. Yasmin explains that this is normally a date. The parents may chew the date then put some of the juice from it along the baby’s gums. You may like to give the class an opportunity to eat a bit of date.</p> <p>Yasmin’s little brother hasn’t been named yet. What ideas do we have for a good name? Take some answers before suggesting that we look for some Muslim baby names. Each group to have a list of names on a</p>	<p>Baby Doll</p> <p>Yasmin</p> <p>Dates</p> <p>Muslim name cards</p>

			card and their meaning then in their group vote for their favorite name.	
5	<b>Wedding</b> <b>Nikah</b>	What happens at a Muslim wedding?	<p>Yasmin is excited as her Aunty is getting married. She explains that her Grandma and Granddad helped to pick who she was going to marry. Not all Muslims marry this way but Yasmin's Aunty wanted her parents to find someone that they thought was right. Children to ask questions to Yasmin about what the wedding might be like. Some ideas for answers are below.</p> <ul style="list-style-type: none"> <li>• The wedding service will take place in a Mosque</li> <li>• Her Aunty might wear a white dress or an outfit called Shalwar-Qameez in red and gold.</li> <li>• Grooms might be in a traditional outfit or another of their choice</li> <li>• Some brides have Mehndi on their hands or feet</li> <li>• The bride and groom to not have to be in the same room to marry</li> <li>• There is a gift of money from the husband to his wife</li> <li>• The ceremony is called the Nikah. It includes reading from the Qur'an, signing the contract and announcing the marriage</li> <li>• The celebrations might go on for a few days</li> </ul> <p>Look at some photos of a Muslim wedding in groups. Do a guided journey to imagine yourself there as a guest of Yasmin's. What can you see / smell / touch / taste / hear? Imagine yourself on the other side of the photograph taking the picture from a different location. What might you see? Look at some of the outfits in detail. What gift would you buy for Yasmin's Aunty?</p> <p>If you have a Muslim family in school perhaps they could talk about their wedding.</p> <p>You could do an activity based on Mehndi designs.</p>	<p>Yasmin</p> <p>Muslim wedding photos</p> <p>Mehndi designs</p>



6	<b>Islam</b> <b>Muslim</b> <b>Qur'an</b> <b>Arabic</b> <b>Mosque</b> <b>Allah</b> <b>Muhammad (pbuh)</b> <b>Wudu</b> <b>Shahadah</b> <b>Nikah</b> <b>Hijab</b>	<p>What are some of the important words for Muslims which express their faith?</p>	<p>This final activity with Yasmin is mainly to consolidate the learning over the last two units but also introduces some thinking on prejudice and discrimination. You could opt to do these over two shorter sessions if preferred.</p> <p>Yasmin wants to see if the children can remember all the words which are important to her. Have them in a bag for Yasmin to pull out to see if they can remember what they mean. You could also have them around them room a few at a time so children go to where they think the right answer is. You can also include symbols with the terms to help with reading. Another activity could be to match the word with the photo hidden in the forest school area or on a treasure hunt around the school.</p> <p>Islam, Muslim, Qur'an, Arabic, Mosque, Allah, Muhammad (pbuh), Wudu, Shahadah, Nikah.</p> <p>At the end of the session Yasmin explains how some words make her feel too and she tells them some sentences from the Qur'an.</p> <p>"He is with you, wherever you are." (Qur'an 57.4)</p> <p>Explain how these words are all positive but sometimes words can be used to be mean to others and these words hurt. We need to use our words to always make others feel positive. Yasmin tells the class about people being mean to her cousin because of what she wears.</p> <p>Read the story of "The Proudest Blue" by Ibtihaj Muhammad. A version of it is currently on You Tube but I recommend a copy for the school. Show the children some photos of Ibtihaj Muhammad. She is an Olympic medallist (2016) fencer who designs modest sports clothes. Maybe worth an "Inspiring People" follow up lesson. If you have a hijab</p>	<p>Key words</p> <p>Symbols</p> <p>Photos</p> <p>Proudest Blue Picture Book</p> <p>Hijab</p>
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			in school or other cultural Islamic dress let the children have a closer look. Yasmin tells the class that she might choose to wear a hijab when older like her cousin and her Mum as it is a way to show that she honours her beliefs.	
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