

KS1 ISLAM PLANNING

Class:

Term:

Subject: RE

Unit: Islam

<p>Differentiation and support (Detailed differentiation in weekly plans.)</p> <p>SEN: Provide with writing frames. Given the information that they need. Support from more able partners in mixed ability work. Additional adult support.</p> <p>GT: Work in books. Provide extension activities to apply their own knowledge and to research information independently. Encourage independence. Support less able peers in mixed ability work</p>	<p>English: speaking to and listening to each other, extracting information from books, texts and videos, new vocabulary, sequencing events, crossword</p> <p>Maths: sorting items, solar and lunar calendar, Venn diagrams</p> <p>ICT: learning from online activities,</p> <p>Geography: global distribution of Muslims</p> <p>Science: alternative scientific explanations for events e.g. Creation, solar and lunar calendar</p> <p>Art & D+T: design of mosques and their decoration (patterns and calligraphy), cutting and sticking, poster</p> <p>PSHCE: other people's religions, celebrations and festivals, taking turns</p>
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Unit overview

Lesson 1: Introduction to Islam

Lesson 2: Muhammad's Life

Lesson 3: The Five Pillars of Islam

Lesson 4: The Gregorian calendar and the Islamic calendar

Lesson 5: Ramadan

Lesson 6: Eid-ul-Fitr (and other less important festivals)

Lesson 7: Mecca

Lesson 8: Hajj (part one)

Lesson 9: Hajj (part two) and Eid-ul-Adha

Lesson 10: The Qur'an

Lesson 11: Mosques

Lesson 12: Islamic art (patterns and calligraphy)

You can access the complete [Islam KS1 planning](http://www.saveteacherssundays.com/re/year-1/711/), and all of the resources needed to teach each lesson, at:

<http://www.saveteacherssundays.com/re/year-1/711/>

Note: It would be useful to have some parent helpers and / or older children to help with reading for Lessons 3, 4, 5, and 10 (and Lessons 7 and 11 if using paper-based rather than online option)

W	Learning objective	Teaching activities	Resources	Assessment: Success Criteria
1	<p>To know the main aspects of Islam</p> <p>(40 mins)</p>	<p>Intro:</p> <p>Ask the children to think, pair, share what they already know about Islam and about being a follower of Islam</p> <p>Ask the children if any of them are Muslim, and if they are, to share some of the things that they do as a Muslim e.g. pray, go to a mosque etc</p> <p>Go through PowerPoint that answers the following questions about Islam:</p> <ul style="list-style-type: none"> • What is Islam? • When did Islam begin? • How did Islam begin? • What did Muhammad do? • What do Muslims believe? • What are the Five Pillars of Islam? • What happens during Ramadan? • What festivals do Muslims celebrate? • What other times do Muslims celebrate? • Do Muslims have a holy book? • Where do Muslims live? • How many Muslims are there? • Are there different types of Muslims? • Where do Muslims go to pray? • Who are Muslim religious leaders? • What clothes do Muslims wear? • What Muslims symbols are there? • Which places are special for Muslims? <p>Ask the children to think, pair, share as much as they can remember from the PowerPoint</p> <p>Explain the independent work</p> <p>Main:</p> <p>Children to sort religious artefacts, places, leaders etc as being Islamic or non-Islamic</p> <p>Lower ability children to be given the events with the numbers 1 to 9 on them to help with ordering; higher ability children to be given the dates only</p> <p>Extension: children to research in books and / or online to find out more about Islam and write some sentences about what they find out (can use http://resources.woodlands-junior.kent.sch.uk/homework/religion/Islam.htm if researching online)</p> <p>Plenary:</p> <p>Children to compare their work with a partner and discuss any differences</p> <p>Ask children who got on to the extension to share any additional information that they found out</p> <p>Revise the key aspects of Islam</p>	<p>PowerPoint</p> <p>Worksheets</p> <p>Scissors</p> <p>Glue</p> <p>Books on Islam and PCS / laptops / tablets (for extension)</p>	<p>MUST: correctly sort <i>some</i> of the items as being part of Islam or not</p> <p>SHOULD: correctly sort <i>all</i> of the items as being part of Islam or not</p> <p>COULD: independently research and record some additional information about Islam</p>

2	<p>To know about the life of Muhammad</p> <p>(If use Video Option 1, 1 hour – split watching video before and after break time)</p> <p>(If using Video Option 2, 40 mins)</p>	<p>Intro: Ask the children to think, pair, share some of the key aspects of Islam from the previous lesson, including things about Muhammad Explain that we will be learning more about the life of Muhammad today Explain that Muslims always use the phrase ‘Peace be upon him’ after saying Muhammad’s name e.g. ‘Muhammad, peace be upon him, was born in 570 AD’ Ask the children to share anything that they already know about the life of Muhammad Explain that Muslims believe that Muhammad was a normal man, which is different to Christians believing that Jesus was the ‘Son of God’ Explain that Muslims believe it is wrong to draw pictures of Muhammad, and that the images on the worksheet are not actually of Muhammad</p> <p>Video Option 1 – More detail, higher level and 40 minutes long Watch the following video from 3 minutes into it: https://www.youtube.com/watch?v=7w4TH-giaps (if the link does not work, Google ‘YouTube History Channel - Muhammad The Prophet’) – pause the video to explain higher level vocabulary and concepts e.g. ‘deity’, ‘shrine’ etc</p> <p>Video Option 2 – Less detail, lower level and 15 minutes long Before watching the video below, explain that the main narrators are:</p> <ul style="list-style-type: none"> • a scribe (someone who recorded what another person said) • Muhammad’s wife (who was the first Muslim) • a slave who went on to give the first ‘call to prayer’ <p>Pause the video where words or concepts need explanation e.g. that ‘idols’ were statues of different Gods https://www.youtube.com/watch?v=x_7K9da5Ygg (if the link does not work, Google ‘YouTube The Life of Muhammad animation.divx’)</p> <p>Ask the children to recall as much as they can about the Life of Muhammad in pairs Explain the independent work, including how:</p> <ul style="list-style-type: none"> • AD means after Jesus was born e.g. 600 AD means 600 years after Jesus was born • if a date starts with 6 in the hundreds column, the event happened later than if the date starts with a 5 in the hundreds column (tell the children that the first thing that they should do is to sort the events into two groups: dates starting with 5 and dates starting with 6) <p>Explain what it means for a child to be an ‘orphan’</p> <p>Main: Children given a number of images with text about events in Muhammad’s life in a jumbled up order The children need to sort the images to be in the correct chronological order for Muhammad’s life Extension: children to answer some questions requiring higher-level thinking skills, based around Muhammad’s life</p> <p>Plenary: Children to compare their work with a partner and discuss any differences Ask the children to think, pair, share which part of the story was their favourite part and why, emphasising that they should give a reason for their answer Discuss the questions from the extension with the children Ask the children to think, pair, share which events from the story they think really happened and which did not, emphasising that they should give a reason for their answers</p>	<p>Videos open and ready to play, with ads skipped and / or closed</p> <p>Worksheets</p> <p>Scissors</p> <p>Glue</p>	<p>MUST: know <i>some</i> of the events from Muhammad’s life</p> <p>SHOULD: know <i>all</i> of the events from Muhammad’s life</p> <p>COULD: consider the motivations and emotions of some of the people in the story and empathise with them</p>
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3	<p>To know The Five Pillars of Islam, and what each one involves</p> <p>(45 or 55 mins, depending how many times watch the videos)</p>	<p>Intro: Ask the children to think, pair, share some of the key events in the life of Muhammad from the previous lesson Explain that we will be learning more about The Five Pillars of Islam today Ask the children if they can think of any of the Five Pillars of Islam from the first introductory lesson Explain what a 'pillar' is in the general sense (a column used to support a building) and show the children some images of pillars Watch the following videos:</p> <ul style="list-style-type: none"> • http://www.bbc.co.uk/education/clips/ztqw2p3 (if the link does not work, Google 'BBC KS2 What is Islam?') • https://www.youtube.com/watch?v=9hW3hH9_7pl (if the link does not work, Google '5 Pillars of Islam - part 1 Cartoon by Discover Islam UK') – can stop this video at 4 mins 36 secs <p>Ask the children to think, pair, share as much information as they can about the Five Pillars of Islam Explain the independent work, including how Arabic words are given in italics to show that they are Arabic words and not English words Explain that the children may see the names of each Pillar of Islam spelt slightly differently in different places e.g. <i>Zakah</i> in the video and <i>Zakat</i> on the worksheets</p> <p>Main: Children to complete a 'fill in the blanks' worksheet based on the videos Lower ability children given worksheets with the first letter of each missing word given to them; higher ability children not given the first letter of each missing word Slower working children to work on the worksheet; faster working children to work in their books (Can watch the videos again after the children have had a first go at the worksheets if needed) Extension 1: children to answer some additional questions requiring higher order thinking skills Extension 2: children to independently research more information about The Five Pillars of Islam</p> <p>Plenary: Go through any answers that the children found tricky or any points that they did not seem to understand as well Discuss why Muslims call the five things that they are expected to do 'Pillars' e.g. because they make them strong, they help to support them in life etc Ask the children what things in their lives help them to be 'strong' and help them to know the right things to do e.g. another religion, their parents, their teachers etc Ask the children to think, pair, share answers to the extension questions Ask the children who got on to the second extension to share any additional information that they found out Listen to a song about the Five Pillars of Islam at https://www.youtube.com/watch?v=m_mZ7iXEsf0 (if the link does not work, Google 'YouTube Pillars of Islam Islamic Cartoons for Kids') Give children a card with either a Pillar of Islam on it in Arabic or in English e.g. <i>Zakat</i> or Charity – each child needs to find another child with a corresponding card</p>	<p>Worksheets</p> <p>Cards for plenary, photocopied and laminated – leave these on the table during the independent work if think needed (keep for next year)</p> <p>Videos open and ready to play, with ads skipped and / or closed</p> <p>Books on Islam, with information in them about The Five Pillars of Islam (for extension)</p>	<p>MUST: know <i>some</i> information about The Five Pillars of Islam</p> <p>SHOULD: know <i>more</i> information about The Five Pillars of Islam</p> <p>COULD: consider a Muslim's feelings and motivations and / or independently find out some additional information about The Five Pillars of Islam</p>
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