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| Week 1  | Week 2 | Week 3 | Week 4 | Week 5 | Week 6  |
| WALT: Know and understand the 5 pillars of Islam WALT: Know the meanings of the words Islam and Muslin  | WALT: Understand what Surah 1 of the Qu’ran teaches Muslims  | WALT Understand the importance of the Wudu and Salah and to know the order if Rak’ah  | WALT: Understand why the Mosque is important to Muslims  | WALT: Understand the importance of Ramadan to Muslims  | WALT: Understand the importance of Eid-ul-Fitr to Muslims  |
| k the children what the word community means (a group of people who live together, work together, or have the same interests and hobbies, and do things together). Explain that they belong to a community - their school.Explain that some communities do certain things together to keep the community together, and to give everyone a sense of being in that community. Ask the children what things they do together, to create a sense of community in the school (assemblies, uniform, lunch together, same timetable etc.).2) Explain that people of different religions do certain things to create a strong sense of community, even though they may have never met, and live in different places around the world.Explain that Muslim people (who follow Islam) have five duties which are called the Five Pillars of Islam. Every Muslim tries to carry out these five things, and it helps them to feel that they are members of the worldwide Muslim community.Tell the children about the Five Pillars (described below).* SHAHADAH. This Pillar is believing and saying the words. “There is no god except Allah, Muhammad is the messenger of Allah”.
* SALAH. This Pillar is praying five times a day. There are set prayers which Muslims should say, and all Muslims should face Mecca in Arabia when praying, and should pray on a prayer mat. People should wash before they pray. There are fixed movements, which include kneeling with the forehead placed on the ground in front. This expresses the servant status of the human being in relation to Allah.
* ZAKAH. Each year, Muslims are supposed to give a fixed proportion of their savings for endeavours such as helping the poor. In this way, they believe that their wealth is “made pure”
* SAWM. Refraining from food and drink during the month of Ramadan during daylight hours.
* HAJJ. This is making a pilgrimage to Mecca at least once in your life, if it can be afforded.

4) Get the children to create a poster explain the Five Pillars of Islam to children and adults who know nothing about them. The children could use any reference material available.<https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-what-is-islam/zbmrwty#:~:text=The%20Five%20Pillars%20are%20declaring,(also%20known%20as%20Makkah)>.  | • 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 inIslam (*Tawhid* – the oneness of God).1. Watch this

<https://www.bbc.co.uk/bitesize/clips/z4fgkqt>1. Listen to this

<https://www.youtube.com/watch?v=MSEUwOZ3O1o>  Focus on the English translation – what does this tell you about Allah? Record in books  | • 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, theGod revealed in Qur’an Surah 1 is worth worshiping, submitting to and praying to. Recalling basic introduction covered in Unit 1.6, look at whathappens in prayer: the preparation <https://www.bbc.co.uk/bitesize/clips/zypvcdm> and the *rak’ah* (prayer positions), etc. [Show:](file:///%5C%5Csrv2%5CPublic%5CTeachers%5C1.%20Planning%5C1.%20Planning%202020-21%5CClass%203%5CRE%5CWhat%20festivals%20mean%20to%20Muslims%5CLesson%20Presentation%20Salat.pptx)  Complete worksheet (word) reorder the Salah Compare home Salah to Friday prayers <https://www.bbc.co.uk/bitesize/clips/zqcd2hv>  | The mosque/*masjid* is important within the Muslim communities. Explore how it is a place of prayer, teaching and community support.<https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-east-london-mosque/zmctvk7> Answer the q: Why is the Mosque important to Muslims?  | Another of the Five Pillars is fasting during Ramadan. Find out about the experiences of a Muslim fasting during Ramadan and how Muslimscelebrate Eid-ul-Fitr at the end of the fast:<https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-ramadan-and-eid-ul-fitr/zdv7pg8> **finish clip at : 2:31**• Answer the question: Why is it important to Muslims to fast at Ramadan?  | Explore what happens in a Muslim household at Eid-ul-Fitr and how this shows that Muslims worship Allah.Watch <https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-ramadan-and-eid-ul-fitr/zdv7pg8> again  Why do they celebrate the endof Ramadan? |
| Key Vocabulary |  |
| SHAHADAH. This Pillar is believing and saying the words. “There is no god except Allah, Muhammad is the messenger of Allah”.* SALAH. This Pillar is praying five times a day. There are set prayers which Muslims should say, and all Muslims should face Mecca in Arabia when praying, and should pray on a prayer mat. People should wash before they pray. There are fixed movements, which include kneeling with the forehead placed on the ground in front. This expresses the servant status of the human being in relation to Allah.
* ZAKAH. Each year, Muslims are supposed to give a fixed proportion of their savings for endeavours such as helping the poor. In this way, they believe that their wealth is “made pure”
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Ramadan/ Eid-al-Fitr, /*rak’ah / Mosque*  |
| Milestone Indicator |  |
| Teachers will enable pupils to achieve these outcomes, asappropriate to their age and stage, so that they can:**Make sense of belief:**• Identify some beliefs about God in Islam, expressed in Surah 1• Make clear links between beliefs about God and *ibadah* (e.g.how God is worth worshiping; how Muslims submit to God)**Understand the impact:**• 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 ofways in which Muslims worship (e.g. in prayer and fasting, as afamily and as a community, at home and in the mosque)**Make connections:**• Raise questions and suggest answers about the value ofsubmission and self-control to Muslims, and whether there arebenefits for people who are not Muslims• Make links between the Muslim idea of living in harmony withthe Creator and the need for all people to live in harmonywith each other in the world today, giving good reasons fortheir ideas.  |  |