**Year 2 R.E Curriculum – Spring Term 1**

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| **Theme: Who is Muslim and how do they live? (Second part of double uni)t** |
| **Curriculum objectives** | **Vocabulary** | **Links across the curriculum** |
| Understand the impact.Give examples of how Muslims put their beliefs about prayer into actionMake connections: • Think, talk about and ask questions about Muslim beliefs and ways of living• Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas• Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too. | **Keyword** | Definition  | **Keyword** | Definition  | Spoken language –Clearly explain and discuss how Muslim’s set a good a good example to all of us. |
| Muslim | A follower of the religion Islam | Salah | Muslim prayer. |
| Qu’ran | The Islamic sacred book | Ibadah | Worship |
| Five pillars | Practices that form the foundation of Muslim life. |  |  |
| Shahadah | The belief that "There is no god but God, and Muhammad is the Messenger of God" is central to Islam. |  |  |
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| **Prior knowledge:** *What specifically have pupils learned that is relevant to this unit that they are building upon?* | **Future knowledge:** *What specifically will pupils learn in the future that is relevant to this unit?* |
| People have different faiths and worship. |  Muslims have festivals and worship to show what matters to them. Understand what it means to be a Muslim in Britain today.  |
| **Lesson Sequence** | **Key Knowledge** | **Key Skills** |
| 1. To revisit the Shahada.
 | * The Shahadah is the belief "There is no god but God, and Muhammad is the Messenger of God" is central to Islam.
 | * Investigative skills
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| 1. To find out about the story of the ‘Night of Power’
 | * The night of power is the Islamic festival that commemorates the night on which God first revealed the Qur’an to the Prophet Muhammad through the angel Gabriel.
 | * Investigative skills
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| 1. To find out how, when and why Muslim’s read the Qur’an
 | * the Qur’an is the Islamic sacred book.
* The Qur’an is wrapped up and put on a stand.
 | * Investigative, interpretive skills
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| 1. To introduce the idea of the Five Pillars.
 | * The five Pillars are examples of ‘Ibadah’ worship
* Shahada is pillar one.
 | * Interpretive skills,
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| 1. To know another pillar is ‘salah’ Reflect on the difference it makes to their everyday lives.
 | * Salah is Islamic prayer used to describe the obligatory 5 daily prayers of the Muslims.
 | * Reflective skills, interpretive skills
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| 1. To reflect on how Muslims set a good example to others.
 | * The Five pillars of Islam can set a good example for others to live by.
 | * Reflective and empathising skills
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| **Themes** | **Where these are covered:** | **Links across the History curriculum** |
| **Make sense of belief** | * Leeson 1, 2 and 3
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| **EYFS** |  |
| **1** |  |
| **2** |  |
| **3** |  |
| **4** |  |
| **5** |  |
| **6** |  |

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| **Understand the impact** | * Lesson 4 and 5
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| **Make connections** | * Lesson 5 and 6
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