**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 action  Make 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 | | |
| 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 | | |
| 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 | | |
| 1. To introduce the idea of the Five Pillars. | | * The five Pillars are examples of ‘Ibadah’ worship * Shahada is pillar one. | | | | * Interpretive skills, | | |
| 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 | | |
| 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 | | | | | | |  |  | | --- | --- | | **EYFS** |  | | **1** |  | | **2** |  | | **3** |  | | **4** |  | | **5** |  | | **6** |  | | |
| **Understand the impact** | * Lesson 4 and 5 | | | | | |
| **Make connections** | * Lesson 5 and 6 | | | | | |
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